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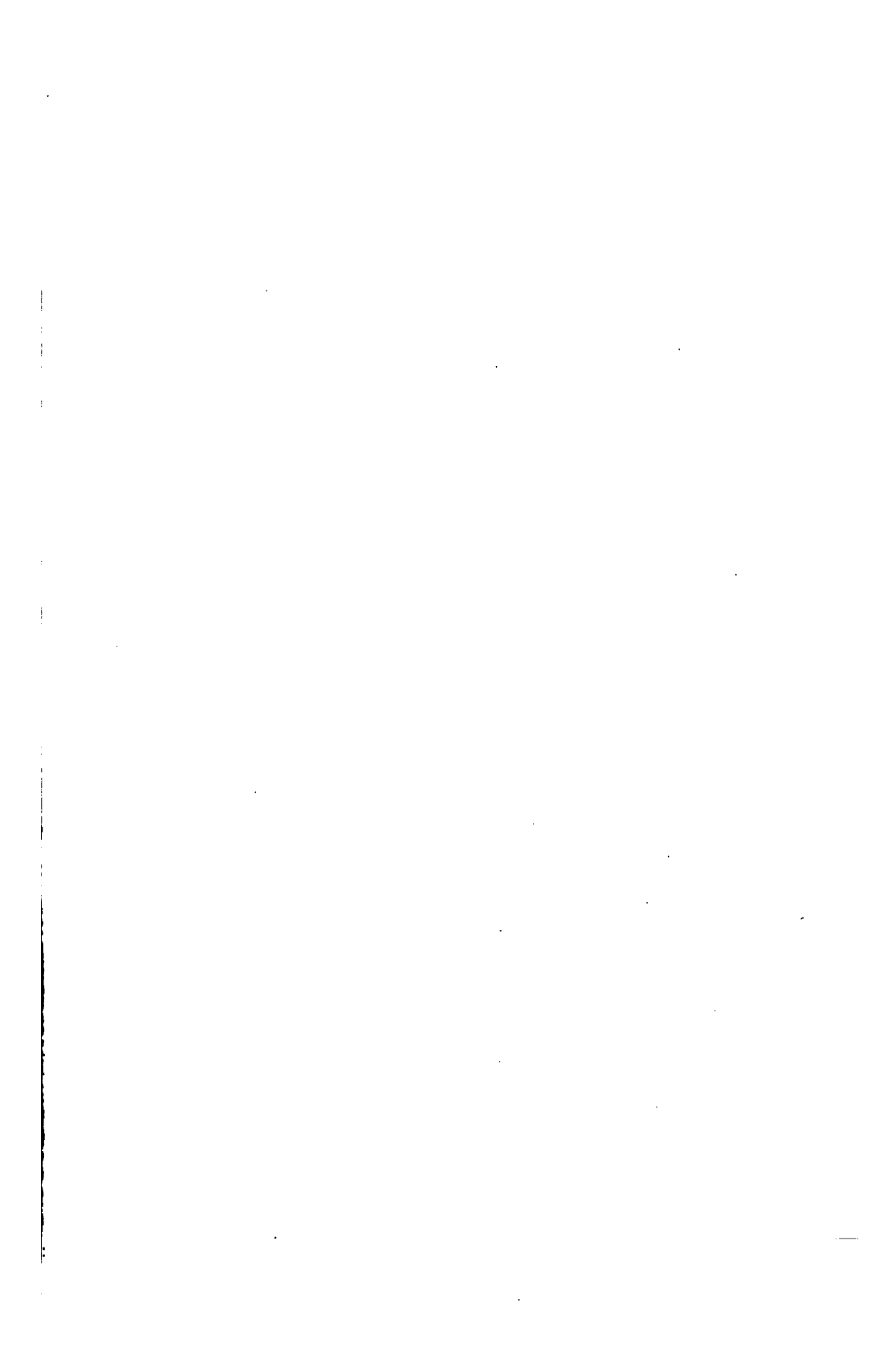
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THE

# OHIO EDUCATIONAL MONTHLY

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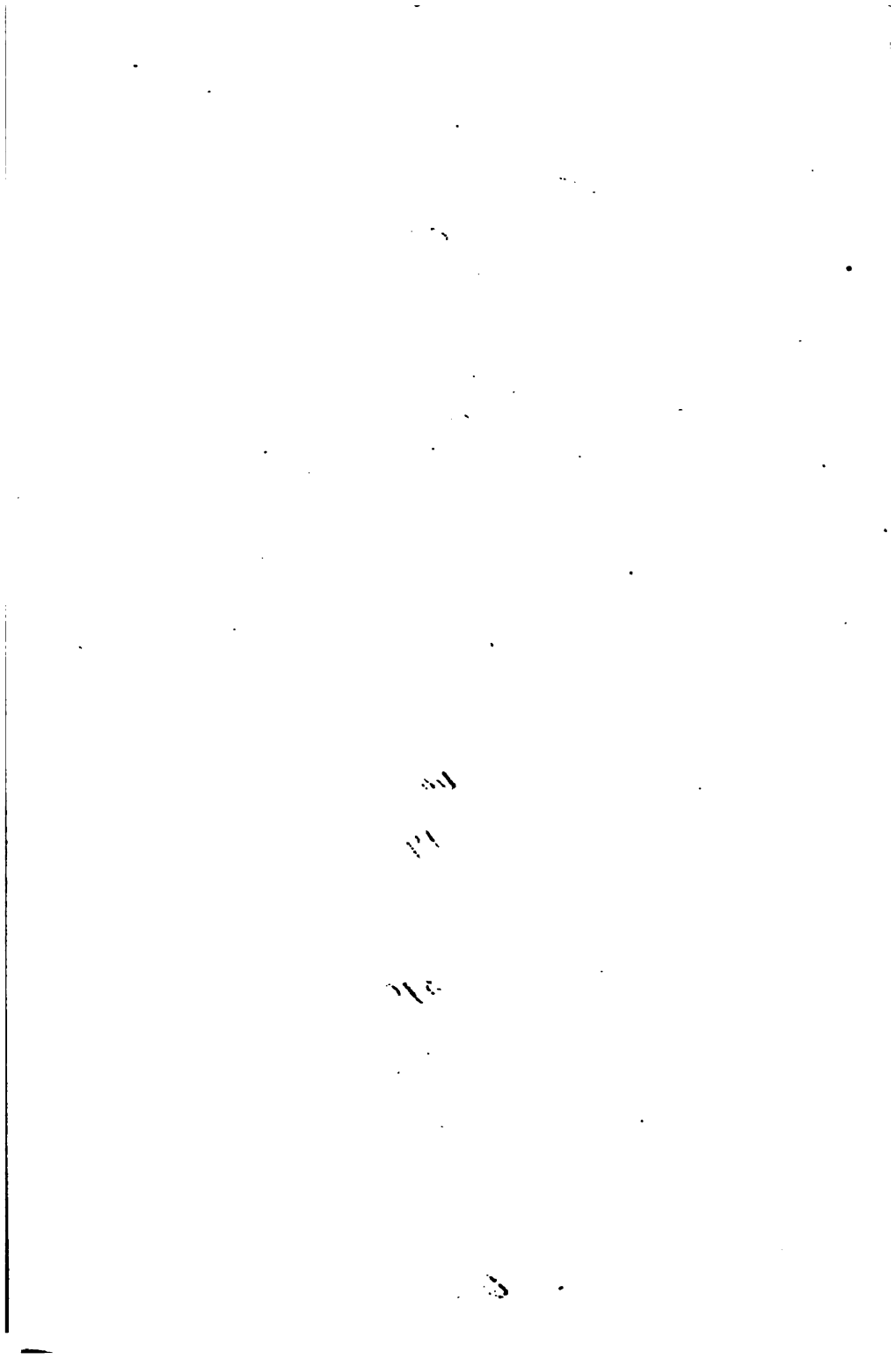
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# THE OHIO EDUCATIONAL MONTHLY

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Number 1

The longer on this earth we live,  
And weigh the various qualities of men,  
The more we feel the high, sternfeatured beauty  
Of plain devotedness to duty;  
Steadfast and still, nor paid with mortal praise,  
But finding amplest recompense,  
For life's ungarlanded expense,  
In work done squarely and unwasted days.

JAMES RUSSELL LOWELL.

## CERTIFICATING OF TEACHERS.

BY HERMAN S. PIATT, COSHOCTON.

There is no place in this country to-day, where entrance to the teaching profession is not restricted by the necessity of obtaining a legal permit commonly called a certificate. The conditions of obtaining this certificate vary as widely as local interests and the caprices of amateur legislators. The one condition of successfully passing some kind of a written examination is practically universal. Many persons

interested in education at many different times and in many different places have pointed out the manifest imperfections of the written examination as a test of teaching qualification, but no substitute has yet been proposed sufficiently superior to command any serious attention. The most ardent critics of the teachers' examination are to be found among the teachers themselves, and it has been my observa-

tion that the zeal, enthusiasm, and persistency of their opposition, is likely to be inversely proportional to their ability to pass them.

The general question presents itself under two phases — first, the certificating of inexperienced persons wishing to enter the profession; and, second, the re-certificating of those who have taught.

There are always two things that the certificating authorities would like to know in regard to every candidate — first, they would like to know if she has an adequate knowledge of the subjects she is likely to be called upon to teach; and second, they would like to know if she has the teaching ability to successfully conduct a school. Originally the law made no effort to ascertain anything but the first, the assumption apparently being that anybody can teach anything that he knows. Latterly some legal provision has been made for determining teaching ability.

To localize the discussion, the Ohio law attempts to meet the first desideratum by declaring that the examiners shall certify, in the case of elementary teachers, that "he or she is qualified to teach orthography, reading, writing, arithmetic, English grammar, and composition, history of the United States including civil government, physiology including narcotics, and literature." It attempts to meet the second desideratum by adding "and that he or she possesses an adequate knowl-

edge of the theory and practice of teaching."

Let us see how far this examination furnishes the information desired by the examiners. The successful teacher needs to know the subjects she may be called upon to teach. That goes without saying. And this includes all the subjects of the curriculum, because the beginner has no business specializing as to grade until she has taught several years. But there are other things she should know. She should have some measure of that general culture, which is the common heritage of intelligent people, and this knowledge is quite as important for real teaching as the former.

I know of no better means of reaching an estimate of a candidate's requirements in both these lines than an examination at the hands of a competent examiner. I believe an oral examination would be far preferable to a written one, but under present conditions this is practically impossible.

I believe that criticism should be directed not so much against the examination itself, as against the character of the examination as at present conducted. Discussion of the question generally seems to assume that the present form and manner of conducting such tests are the only ones possible. The most casual inspection of current examination questions, from whatever source, will show that they are fully 90 per cent. sheer tests of memory.



The best possible preparation for them and the one which is almost universally made is a course of painful and persistent memory stuffing which has been appropriately designated cramming. That this has any educational value to the prospective teacher or that the whole performance serves any useful purpose in the world, would not be publicly maintained, probably, by any serious person. But it is the general practice of even the best and most intelligent examiners. In fact, I have done it myself.

Let us see if we cannot save the much-abused examination by improving its character. Let us begin by getting in the right mental attitude toward the question. Let us rid ourselves so far as possible of that corroding curse of the teaching profession, conventionalism and tradition. Let us forget all about all examinations that ever have been and make a fresh start. Let us put ourselves with reference to the candidate in the attitude of an intelligent and successful business man face to face with an applicant for a position. Let us take the subjects enumerated in the Ohio law as a basis and in order to make the analogy of the business applicant more helpful, let us take the subjects that would be common to the two cases. The school examiner wants to know if the candidate can write legibly, and also if he habitually shows a decent respect to the memory of the late Mr. Webster in the matter of

spelling; so probably does the business man. How does the latter go at it? He examines the written application and decides yes, or no. He doesn't mark him 89.4 in penmanship, he just makes up his mind whether or not the candidate can write well enough for his purposes and that is all there is of it. In spelling, he doesn't dictate a list of twenty words selected chiefly for their rarity and peculiarity. He just looks over the letter. He puts down no percentage marks, but two or three glaring misspellings are pretty likely to settle the case. When will school examiners get as sensible as that? It is likely that the use of good spoken English is necessary to the success of the business applicant, and it is quite possible that the ability to write grammatical English may be needed in the position. If so, how does the business man go about it? He certainly doesn't ask him to define a miscellaneous collection of grammatical terms or to classify all the genera, species, and varieties of subordinate clauses, nor even (forgive the sacrilege) to diagram one of Macaulay's page long sentences. He just notes his conversation, looks over the letter, or some other piece of the applicant's composition and two or three bad breaks does the business. When will school examiners get as sensible as that?

I need not carry the illustration farther. Objection will doubtless be made that it is not accurate, be-

cause the purposes of the examiner and the business man are different. To an extent this is true. But the principle which is at bottom holds for both, and it is this. The business man is looking for certain knowledge in the applicant; but it is dynamic, usable knowledge, not mere academic facility, that he is looking for. And that is the kind of knowledge that the school examiner ought to be looking for. It is the knowledge which is power, not the knowledge which is acquisition, which is useful in the school as well as in business.

If time permitted, I should like to discuss the application of this principle to the subjects at present included in teachers' examinations in Ohio, with a view to deriving therefrom some suggestions as to desirable modifications in present examination methods. But time does not permit.

The Ohio law also provides that candidates must have an adequate knowledge of the theory and practice of teaching. Fully 99 per cent. of candidates for the first certificate have absolutely no knowledge of the theory of teaching and 100 per cent. of them have about the same kind of knowledge of the practice of teaching that the child would get of photography from watching an amateur use his camera at a distance. Under the circumstances it is a beneficent decree of Providence, that examiners are not commonly gifted with a sense of humor; else it

would be simply impossible to maintain a becoming solemnity during the ordeal. The fact is that nobody really takes an examination in theory and practice seriously. The law requires it. Therefore when examination day comes we examiners tenderly take down our examination day dignity from its hook in the upstairs closet, dust it off and remove the moth balls; and then protected by this so that the candidate cannot see the snicker, we proceed to ask the 18-year-old boys and girls questions which the greatest minds of all the centuries have failed to agree in answering — and solemnly pass everybody. Since the law compels us to examine candidates in a subject which it has provided them no adequate means of learning about, can we and should we undertake to do anything else than test their natural tact and ordinary common sense as applied to the subject?

Last spring, as an experiment, I prepared for our city examination a list of questions in Theory and Practice, which had this object in view. They ask for no psychology and no technical pedagogy, as such. I just tried to find out how the candidates would apply ordinary common sense to commonplace school-room situations. I offer them here as illustrating what I have in mind, and for just what they are — an experiment:

Answer either (a) or (b) in the following:

1. (a) Your class has had short

division and is ready to take up long division. Outline briefly your plans for the first three or four lessons.

(b) Your class is ready to begin percentage. Outline briefly your plans for the first three or four lessons.

2. (a) Your class comes to the story of Little Red Ridinghood in the second reader. Explain in full what you would do.

(b) Your class is ready to take up the verb in formal grammar. Outline your plans briefly for the first three or four lessons.

3. (a) Your class comes to "soil" in elementary geography. Explain in full what you would do.

(b) Your class comes to South America in geography. Outline briefly your plans for the first three or four lessons.

4. Three boys go home at recess without permission. When called up next morning, No. 1 explains that he became suddenly sick and went home on that account. No. 2 brings the following note: "Please excuse Johnny for absence after recess yesterday afternoon. (Signed) Mrs. Jones." He states that his mother has told him to come home. Both stories are corroborated by pupil witnesses called by the boys. No. 3 at first hangs his head and refuses to talk; but afterward admits that he ran away and declares that the others did the same.

Explain briefly what you would do with each case, with reasons.

5. You have a rule requiring

failures in recitation due to neglect of study to be made up after school. Fanny frequently has such failures, but her mother demands her dismissal promptly at close of school. She does not uphold her in her neglect of study, but insists that the home duties require her presence in the house every moment out of school hours. She says, "Make Fanny study, but please don't keep her after school; I need her." Fanny is not especially fond of study and shows a tendency to make the most of the situation to get out of it. Her uncle is president of the school board and you have already been accused of favoritism toward her.

Explain fully how you would treat this case, with reasons.

Shall there be any re-examination of teachers, once in? Teachers themselves have generally answered this in the negative and the analogy of the lawyer and the doctor has been made much of in support of the objection. But the cases after all are different. Both doctor and lawyer are constantly impelled to self-improvement and professional advancement by the most powerful incentives known to human effort—the incentives of self interest. The lawyer must either get verdicts or go into the real estate business. Too many funerals on the doctor's hands are likely to contribute to his leisure at the expense of his income. And to get verdicts and to stave off funerals means industry, study, zeal, and an eye single to expansion and

breadth of preparation. With the teacher this is not the case. The most atrocious forms of educational mal-practice may never come to light; and certainly within certain limits, which limits are very wide indeed, there is no necessary connection between blunders and income. In other words, the teacher is not surrounded by any such powerful natural incentives to professional improvement as are the doctor and the lawyer. That so many of them do, in spite of the absence of such incentives, and without any certainty of material reward, make such earnest and successful efforts at self improvement, is a very high tribute to the profession. I doubt very much if the members of any other occupation would do as much under the same circumstances. But after all, a great majority of teachers are human beings and need some more tangible motive than mere abstract devotion to an ideal to spur them to their best endeavor.

The prospect of an examination may not furnish the best of possible motives, but it is the best that human ingenuity has yet devised. As in the preceding case, it is not so much the examination as an institution, as the character of the examination set, that is chiefly to be criticised. Will any one seriously dispute the proposition that the examination intended to determine the degree and quality of professional advancement made by a teacher since entering upon her career, should be

very different from that intended to determine whether she is fit to enter upon the career? We have already said that in the latter case the examiner desires to know two things, (1) whether the candidate knows anything to teach, and (2) whether she knows how to teach what she knows. But when she comes up for re-certification, her work in the school-room has given the very best possible answer to both of these questions.

What the examiner is chiefly concerned to know now is, whether she has been growing or vegetating during the past few years; whether she has read anything worth while, besides the county paper and the monthly journal of methods; whether she has kept in touch with the forward movement of things, whether she is alert to the great expanding life around her, whether her interests and sympathies are broadening or narrowing with the passing years. Obviously, these things are not to be discovered from a list of answers to a list of arbitrary questions appealing chiefly to the mechanical memory. The best test for this purpose is probably the preparation of a paper or thesis embodying the results of extended study or reading, the subject to be such as will involve work along lines of general culture or along strictly professional and pedagogical lines, or both; but the selection of the specific topic to be largely in the hands of the teacher herself.

There is not time to discuss some of the practical difficulties in the way of inaugurating such tests and how they can be met. There are such difficulties, but they can be met. Many subordinate phases of the certificating question, such as different grades of certificates issued, if any; time for which they are to be valid; differentiation of certificates for different grades of school work; recognition by boards of examiners of certificates obtained elsewhere, etc., cannot for the same reason, be entered upon.

The suggestions contained in this paper may be briefly summed up as follows:

1. Imperfect as the examination is as a means of determining fitness to teach, no better has yet been devised.
  2. The objections made apply rather to the character of the examination than to the examination itself.
  3. The first examination should aim to test knowledge of the ordinary school subjects and to some extent the general culture of the candidate. I should like to suggest also that school law be added to the present list of subjects.
  4. The examiner should under all circumstances aim to test the candidate's power, not his acquisition.
- Any examination which tempts to cramming, or for which cramming has any value as a preparation, is a wrong examination.
5. It is folly to attempt to apply any real test of knowledge of the theory and practice of teaching for the first certificate, because fully 99 per cent. of such candidates have no such knowledge and no means of obtaining it. An examination which cannot be anything but a farce and a pretense is worse than no examination at all. If passed, it gives him the impression of knowing something which he does not know. So long as the law requires a test in this subject, examiners should not attempt to do more than set questions which will reveal the candidate's dealing with situations.
  6. Once in the work, the teacher should be required to show from time to time that she has been going forward, not standing still or retrograding. This is best done, not by answering a brief list of arbitrary questions, but by the careful preparation of a paper or papers based upon the teacher's study or reading, either in private, in summer schools, or in some organization whose purpose is culture. In selecting subjects for this work, the teacher herself should have large freedom of choice.

**THE NEW YEAR.****BY HELEN JONES, COLUMBUS.**

To the New Year hail! To the  
New Year hail!

Depart old faults and feuds.  
As the butterfly sheds its chrysalis  
And enters a world of bliss,  
Now cast aside the old, old rule,  
And take up life anew.

To the New Year hail! To the  
New Year hail!

Away with trials and fears.  
As the gushing rapid leaps o'er the  
rock,  
And reaches at last the sea;  
So you, surpassing life's hard  
shocks,  
Shall soar to realms of peace.

**ARITHMETIC IN THE COMMON SCHOOLS.****BY W. W. STETSON, AUGUSTA, MAINE.**

All children have limitations. Some have meagre possibilities. Any attempt to compel a child to do work he can not comprehend results in arrested development. He not only remains a stranger to the subject studied, but he loses the ability to understand and use what he could otherwise have made helpfully his own. A few children are debarred by nature from receiving scholastic training beyond a certain point. It is the duty of the school to aid such in pursuing their studies as far as possible. The generations yet to come must take the succeeding steps in the advancement of this portion of the race. Other children are unable, because of immaturity, to study with profit

certain branches during their early years. All efforts tending to force these studies upon them result in benumbing not only the powers used, but in paralyzing all the faculties of the mind. One child in many thousands seems to be able to assimilate all kinds of intellectual food at every period of his development. He is the exception, and is but little helped or harmed by the school. The majority of children must be taught intelligently if our schools are to provide us with useful citizens. They must have a chance to learn the things they can learn at the time they can master them best and, above all, they must acquire those things which, in the learning, will give them the most

power and will provide them with a store of usable information and thus make it possible for them to live wisely, safely and helpfully.

The work of teaching can never be well done until the teacher understands the child, has mastered the subjects studied, knows modern methods so thoroughly that she uses them unconsciously, is capable of inventing her own devices, and has a well-defined idea of the results she wishes to accomplish. That some of these conditions do not exist, and that none of them are as much in evidence as thoughtful students of the educational problem desire, go without saying. That we are steadily, if not rapidly, making improvements along these lines is also manifest.

The fatal weakness at the present time is our ignorance of the child. The so-called Child Study, so extensively advertised during the past few years, has furnished not a little amusement to the profession and much entertainment for the general public. It has thus far done but little to make the work of the teacher more effective. It has not, as yet, furnished sufficient justification for the time devoted to these studies and their exploitation.

No elaborate experiments nor subtle psychological investigations are needed to convince the intelligent teacher of the justness of the following statements. The child's mental powers should be trained during the period of their greatest

natural activity. Any attempt to compel him to study a large number of subjects at a given time, or to swamp him in details, or to insist that he shall understand principles when he can best master facts, or to ask him to do many of the things now required in our common schools, will be attended with results lamented by so many teachers. The stupefying of the child so taught will surely follow.

It is apparent to any observer that in his early years the child is eager in his questionings and alert in his observations. The work of the schools should help him to put his questions in intelligent form and obtain from his observations a reasonably definite knowledge of the objects within the range of his vision. During this period, nature, music, pictorial art, reading, penmanship, spelling and a limited amount of number work, illustrated by familiar objects, may be studied with pleasure and profit. The age when these studies may be pursued to the best advantage varies with different pupils, but speaking generally it includes those of the primary grades.

During the next period the child collects and records. At this time the head and pockets are filled with all kinds of material. He is a repository and a magazine, and, in a limited sense, a cyclopedia. Facts have great attraction for him. He memorizes easily. He is willing to drudge in making his collections

and rejoices as he sees his accumulations multiply. He should be so trained in all the combinations he will ever have occasion to use that, as soon as the items are named, the result will be **present in his mind**. Whenever he sees the expression eight plus seven, plus five, he will think the number *twenty* as readily as he thinks of the word *cat* when he sees the letters c a t. He should be required to memorize definitions, rules, literary gems, selections and certain general facts in the several subjects studied. The arithmetical part of this work should be made intelligible by the use of illustrations taken from his daily experiences. The work outlined in this paragraph can be done best during the intermediate grades.

Having been taught to question intelligently, observe with discrimination, retain with definiteness and accuracy, he is prepared for the next step in his progress.

In the last three years of the common school course he is fitted to contrast, compare, infer, in a word, to reason. He can now address himself to the subject matter and science of arithmetic. He should be required to apply facts to the illustration of principles. He has reached a point in his development where he can see the truths underlying the rule given, the definition recited and the problem solved. He will have less concern about getting the "right answer" and more interest in mastering the

thought expressed. He will be able to comprehend and apply those fundamental principles in arithmetic so little understood even by some teachers.

The following illustrations are so familiar as not to need elaboration, and are therefore stated in their simplest terms. Addition is counting on by ones and multiplication is counting on by twos, threes, etc.; subtraction is taking from by ones and division is taking from by twos, threes, etc.; hence addition and multiplication are counting *on* and subtraction and division are counting *from*. Stated in its simplest form, these four fundamental rules include the entire process of counting. As the pupil goes forward in his work, he will discover that the following problem involves the most important principles dealt with in this branch of study. If a man buys four cows for \$100.00, what will five cows cost? When he shall have made his own all the facts and principles contained in the above propositions, he will have a mastery of more of the science of arithmetic than is possessed by the average graduate of our common schools.

One of these days we shall be wise enough to limit the work in arithmetic to the four fundamental rules, common fractions, decimals, the simple applications of denominate numbers and percentage. This work will be illustrated and rendered helpful in mental training by



using material which the child collects, and using it in such a way as to make valuable his every day experience with his schoolmates, his home and other associates. We shall be content to leave involution, evolution, alligation, permutations, foreign exchange, annual interest and the finding of the solid contents of the frustrum of a pyramid for later years, and sometime we shall be wise enough to leave them for years that will never arrive.

It is questioned if many people appreciate the amount of time devoted to or wasted upon arithmetic. The child commences this branch when he enters school and, in most cases, devotes at least one whole period each day for five days in the week during all the years he remains in the primary, intermediate and grammar grades. This simple statement brings home with tremendous force the waste made by the child in the time given to this subject. It also reveals the extent of our stumbling in the twilight of things.

Any one familiar with the work and with the young child's inability to master it, knows that if he commences it at a later date, when his mental training fits him for the task, three years make possible a comprehension of the subject that the years of drudgery under present methods fail to give. Stated in other form, the child who devotes his eighth and ninth years to mastery of number in simple com-

binations, his tenth and eleventh years to learning something about definitions and rules and the simple process involved, and his twelfth and thirteenth years to the study of arithmetic, will make a great saving in time and acquire a knowledge of the subject possessed by few adults.

The natural inferences to be gathered from the foregoing discussion are included in the following statement. We would do better work if we commenced the study later, devoted less time to it, mastered the fundamental facts, understood the essential principles, applied them to the ordinary experiences of life, and omitted a large portion of the text which now furnishes puzzles and the study of which produces stupefaction. If we could fully realize the injury inflicted upon the child by the amount of work we require of him, the unnaturalness of his attempt to understand intricate and abstruse reasoning processes in his early years, and the comparatively rare use ever made of the knowledge acquired, then we would give to this branch the time it merits and get out of it the mental training it is capable of giving.

It is hardly necessary to say that while doing the work indicated above, the child should receive such instruction in art, literature, geography, history and other subjects as will furnish opportunities for the development of his imagination and

the culture of his sympathies; such nurture as will put him in touch and tune with life in all its best forms.

We shall, one of these days, see the unwisdom of sending the child to school when he is five years of age. The historian of the future will furnish in proof of our semi-civilized state, the fact that we did not allow the child his first and greatest right, the right to grow. Before many years, the age when the child may enter school will be raised to six; later, will be advanced to seven and before the present century closes, will be fixed at eight years. The years now devoted to the primary grades will be given to a modified form of kindergarten training. This work will be so administered that the child will become sturdy physically, intelligent and responsive morally, and alert and ambitious intellectually. Then we shall not see the limpness and

indifference manifest in so many children. They will be allowed to start at the beginning, go forward in the paths in which they are fitted by nature to walk, and in the end acquire that power which natural conditions and wholesome work, pursued according to intelligent methods, can give them.

These changes are not to be made at once and it is not best that radical means be adopted in bringing them about, but all who are interested in the training of our youth, and especially our school officials and teachers, should give to the problem stated above such reading, study, investigation and prudent experiment as will, in a reasonable time, replace the methods found in our common schools with such school privileges as will permit the child to be the most his capacities and abilities will allow him to become.

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## A THOUGHT FOR SEVEN DAYS.

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BY MARGARET W. SUTHERLAND, COLUMBUS.

This morning I came across Robert Louis Stevenson's "A Thought for Seven Days," and it occurred to me that it might be a very good text for a sermon in the OHIO EDUCATIONAL MONTHLY, where I am sure many still like to find an occasional discourse from this lay preacher.

"To be honest, to be kind; to

earn a little and to spend a little less; to make upon the whole a family happier for his presence; to renounce when that shall be necessary and not be embittered; to keep a few friends, but these without capitulation. Above all, on the same grim condition, to keep friends with himself; here is a task for all

that a man has of fortitude and delicacy."

"To be honest, to be kind," Stevenson has here joined together two things which man ought not to put asunder. He has not done it by accident, nor has he done it simply for the union of strong and sweet words, although he is a master of such union. To be honest in word as well as in deed; to say the true thing and yet say it in the beautiful spirit of courtesy, is to be of great service in one's day and generation. Some are not brave enough to speak the truth in private life, in the pulpit, or in the press; others speak the bald truth but speak it harshly, in a carping, censorious spirit which takes away from it the power to do good. Bishop Brooks has nobly said, "Kindness without truth is not kind; truth without kindness is not true." But we are also to be honest in deed; there is to be no sham work in preparing a lesson, no mean advantage taken of a companion in a game; nothing that is not fair in society or club life, nothing that is not square in business dealings. Such irreproachable honesty as this brings not only the reward of conscience, it brings with it respect and success in every true sense of the word. It is not only an element of the character of the one whom Lowell called "Our First American," and whom the people affectionately termed "Honest Old Abe," but it is an element in the character of every really great man on history's pages.

To be kind, — not only to the little ones about us, who seem, like beautiful flowers, always winning tender treatment by their very grace and sweetness; not only to the aged, who appeal to us by their helplessness and the fact that we feel that they are approaching the "undiscovered country from whose bourn no traveler returns," but to those who are bearing the heat and burden of the day, the capable workers who need kindly assistance whether they are toiling with hand or brain, whether they are expending energy to earn an honest living for those dependent upon them or whether they are toiling in genuine reforms to benefit mankind. "To earn a little and to spend a little less," the latter so much harder than the former, and yet so necessary to peace of mind. It is well known that many kings and other rulers have their boys learn some trade for the valuable training, physical, mental, and moral that it gives. It is well for even well-to-do Americans to give their children some training which will fit them honestly to earn something and then have them save something of what they have earned. The MONTHLY has had such wise editorials on the system of saving as it is now carried on in many schools of the country that I need not here repeat what has been said; but I need to emphasize the "earning." Many children merely ask their parents for something to put in the savings bank, which

makes money less valuable than if it comes as the reward of toil. We are to remember, too, that we are "to spend a *little* less than we earn." This will not encourage penuriousness. Miserly habits are as hurtful as extravagant ones and much less attractive. The joy of giving should be so felt that wise giving would become a habit.

"To make upon the whole a family happier for his presence," this is to be the good father, the gentle mother, the thoughtful husband, the kindly wife, the obedient and loving son or daughter, the loyal brother or sister. Life teaches no higher art than the noble fulfilling of all family relations. Those who take the healthiest influence into church and state are those who come from happy families. The solitary misanthrope never blesses society; the man who comes from a house that does not rightly bear the name of home, embitters others with whom he comes in contact out in the world.

"To renounce when that shall be necessary and not be embittered," to give up money even when we enjoy the things it buys and yet know that we have much of worth left; to give up position, knowing that others can carry on the work we have been doing; to renounce the tenderest relations of life when duty demands the sacrifice, and yet never to let the complaining word pass our lips, never to assume the

air of the martyr, this is real heroism.

"To keep a few friends, but these without capitulation," this is to realize that one of the great joys of life is friendship. All the poets have sung its praises, and the sages have shown its wisdom. A history of one's friendships would be a history of one's mental and moral development. Genuine friendship admits of no terms; there is no agreement of so much given, so much to be returned. It is a giving of self unreservedly; of time, of talents, of heart, without reckoning the cost or counting the reward. "To keep a few friends" is better than to court the friendship of the many. Young people are apt to strike league so easily and with so many. They need to meditate upon Shakespeare's words:

"The friends thou hast, and their  
adoption tried,  
Grapple them to thy soul with  
hoops of steel;  
But do not dull thy palm with en-  
entertainment  
Of each new-hatched, unfledged  
comrade."

"Above all, on the same grim condition, to keep friends with himself; here is a task for all that a man has of fortitude and delicacy." This keeping friends with self without capitulation, will require that in thought, word, and deed the higher

always rule the lower. The impure, the mean, the selfish will not dare to make terms with the pure, the generous, the unselfish motives. It takes a true man, a man of broad intellect interested in many things, capable of genuine emotion, to find his own company agreeable — “to keep friends with himself.” Fortitude and delicacy are things to be

cultivated. There is no reason why a brave man capable of endurance may not be a man of nice perception, susceptible to the best in everything, refined in the real sense of the term, realizing in action Bayard Taylor’s words:

“The bravest are the tenderest,  
The loving are the daring.”

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## THE METHOD OF THE RECITATION.

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### FORMAL STEPS — PREPARATION.

On page 72 we read: “There are three great topics to be kept in mind; namely, individual notions, general notions, and the application of general notions. There are no others, because these three cover the entire circuit; there is no part of instruction that falls outside of them.” Of the four chapters that follow, chapter VI is devoted to the approach to individual notions. It will be noticed that the essentials in the outline of method are given names from logic, while the discussion is based largely on psychology. The individual and general notions as well as the psychological principles are of little service in teaching unless they can be interpreted into class-room experiences. This the authors try to accomplish by illustrations to which it may be well for us to give careful attention, inasmuch as they furnish an indication

of the results to be attained by following the theory.

The first step is the “approach to individual notions,” or, as it is often called, preparation. This simply directs us to proceed from the known to the unknown, but while a time-worn principle and so patent as to be disposed of as a truism it has never sufficiently guided us in our teaching. Each time we have seen this principle dressed up anew in educational theory we have resolved, like other backsliders, to be more faithful. The “principle of apperception” is, perhaps, the most satisfactory expansion of this simple statement, and McMurry has illustrated the same by the use of many common facts and experiences — which, in itself, is a good example of proceeding from the familiar to the less familiar, from the concrete to the abstract, and from the indi-

vidual instance to the general notion.

Let us note some of these examples of the proper approach to individual notions. Did it occur to us that the child was really acquainted with the subject and predicate before we attempted to enlighten him? Was it not likely that we did not understand the relations of the new matter to that in the child's possession? Here is a narrow chasm to be crossed, but it sometimes proves to be a difficult one. Until we can make the new material familiar and interesting we have not won our title. The teaching of mode appeals to us as another case in point. But will the high school teacher agree in regard to scansion in Virgil and Homer and exponents in algebra? We are inclined to believe that there is more of a chasm in the mind of the average high school boy between Mother Goose and the dactylic hexameter than McMurry seems to indicate. Is the matter of exponents made more apparent to the high school student by referring to the arithmetic than by a clear exposition of the algebraic principle? It occurs to us that here the crutches have lost their usefulness, if they are not positively in the way. The teaching of the "Elegy in a Country Church Yard" needs little to be said in its favor. It appeals to us at once as right, although the following statement we would take with a grain of salt: "Boys and girls must recall definite times in their lives

when they enjoyed such reflections as these." (Pg. 87.) Individual children differ like older people, but our experience leads us to believe that former experiences and feelings can be only suggestively similar and do not need to be recalled vividly, if at all, but are used unconsciously as the basis for interpreting present experiences. This may seem to be a hair-splitting criticism, for we are not controverting the truth that the new feelings and new facts are conditioned by old feelings and old facts. We do, indeed, proceed from the known to the unknown, but the mental life of the child is more complex than McMurry's statement indicates, and there is a waste of energy and time in attempting to raise *all* the past emotions or facts from the subconscious to the conscious. The important thing is that the learner must be conscious of the close relationship between the new and the old — an old that may find its most definite expression in the new. This feeling of relationship can be gained by a procedure similar to that used in teaching the "Elegy," (Step One).

Inasmuch as we have admitted the desirability of the step of preparation we need not follow the answers that are given to the several objections raised. The precautions, however, deserve a passing word. They are (1) "The teacher should call up as many related ideas as possible, especially those which are

closely welded to the personality of the child," (2) "No advance should be attempted during the preparatory stage," and (3) the "aim should be stated." The second part of the first precaution is the saving clause for, without it, we might feel ourselves exhorted to weave chains of ideas regardless of the unifying purpose which is found in the child. There is no excuse here for loose teaching. In regard to the second precaution we have only this to say; that if we are to try to benefit our work by following the "steps" we will not mix them and then blame the method for our failure. In regard to the statement of the aim, it would seem that the pupils should

be led to discover this during the preparatory step. The important thing is that the teacher should have an aim. Effective teaching will make this little by little the aim of the class without obtruding it. The suggestion that it should be worded by the children and from their point-of-view is good. At this point it is a practical impossibility for the pupil's aim to be other than concrete, definite, short, simple, and attractive; notice that McMurry does not say accurate; these are characteristic of childish thinking; in any other case we have either passed beyond the preparatory step or attempted to impose our mature aim.

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## MONEY-LUST.

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BY STANLEY LAWRENCE, ASHVILLE.

O spirit of enticing mien,  
Why temptest thou the sons of  
men?

Thy garb of gold doth but reveal  
The fleshless form thou 'd'st fain  
conceal.

Patroness, thou, of art and skill  
Only to have them serve thy will.  
Thou court'st all means to gain  
thine ends,  
E'en counting thyself with Virtue's  
friends;  
But blinder than proud Pharisee  
Know'st not thine own hypocrisy.

Clad in Religion's chaste array,  
Thou would'st the Bride of Heaven  
betray;

Out Judasing that wretched one  
Who sold his Lord in ages gone;  
Without remorse thou crucifiest  
The things by Him accounted high-  
est.

With lure and whip thou sett'st the  
pace  
Till strong men death-tired quit the  
race;  
While those who stay, win but the  
bliss  
Of thine envenomed traitress' kiss.  
O spirit of enticing mien,  
Why searest thou the souls of men?

## A TEACHER'S CONSCIENCE.

BY EMMA MONCRIEFF, STEUBENVILLE.

If it be true, as Shakespeare says, that "conscience makes cowards of us all," surely no one more than the teacher should view the present as well as the future with a great fear lest he fail, in some particular, to meet the full measure of his responsibility. For him more than for most people it is true that "the evil that men do lives after them;" for him, also, "the good is" less "oft interred with their bones." He is not only a citizen of the republic of to-day, with all the attendant privileges and duties of that position, but in his keeping is the animus of the nation of to-morrow; his work whether it be the beautiful finished product of the master artist or the bungling, inconsequent effort of the hired artisan, will not perish when his day is done; rather it will continue to remain after many days although tried as by fire: and because of this the conscientious teacher will never lose sight of the dignity of his profession or the nobility and value of its aims and purposes. He will endeavor to place himself in line with all the great minds in all ages that have been turned to the training and education of youth, and thought the name of teacher not unworthy; he will fix his eye with a steady purpose upon that lofty ideal which the

Great Teacher himself gave for all those who should follow after Him with the mind of a disciple.

But how shall an approximation to this high ideal be attained? Evidently by a careful and guarded exercise of that self-knowledge which is the basis of conscience, in its application to his sentiments and actions in the various relations in which he finds himself; in other words, by keeping a conscience void of offense towards all men, and especially and specifically towards the community in which he is located, the Board that employs him, his superintendent who directs him, and the pupils who are entrusted to his care.

Lack of time prevents a lengthy discussion of any except the last of the above-named relations of the teacher; but some mention, however brief, must be made of each.

Every man owes a large measure of duty to the community in which he lives; no man can come in frequent contact with his fellows without making them better or worse because of his influence, and the teacher whose conscience is keen to indicate his duty will know that he shall have lived in vain if the world, his world, is not the better for his living in it. He should stand always for right living and high



thinking, always in the line of progress, material, mental and moral. To this end he should give much attention to his own attainments, not only those necessary requirements demanded by the routine of his profession, but a wide and varied culture in affairs pertaining to the general interests of humanity. When Locke said that "the first and principal qualifications of the teacher are breeding and a knowledge of the world" he was thinking of the teacher, not only in the school-room and in relation to his pupils, but also in the community and in relation to his fellow-citizens. I need hardly say that, morally, the teacher should be above reproach; equally with the minister of the Gospel, he should command the respect of all, not only because of his position but because of the evident purity of his motives and the uprightness of his actions. No man should enter the teaching profession unless he is eminently fitted to embody in himself all prominent moral principles; unless he strives so to order his life that parents can be confident that he will keep before his pupils in his own person and action an ideal worthy in all respects of their imitation; that by his own moral force he will stimulate in them a desire to strive after the great crowning excellence of all education — a noble character.

The relation of the teacher to the Board that employs him is the least complex of any, it being primarily

a business relation; nevertheless, the conscientious teacher will find his obligations in this direction none the less binding because of their comparative simplicity. In this particular "honesty is" not only "the best policy," but it is the only policy for the teacher. When a Board, by virtue of the authority vested in it, by the state, employs a teacher for a certain specified salary, the contract thus entered into implies that the teacher shall give his best service in every way during the time for which he is engaged, not only for the sake of the work but because he is impelled by a spirit of fidelity to his employers. But after he has entered upon his labors he may find that the compensation agreed upon is grossly inadequate to his needs, and wholly incommensurate with the service required, what then is he to do? If he is getting a fifty dollar salary for a seventy-five dollar position, will he, in justice to himself, do only what he considers fifty dollars' worth of work, the full amount for which he is being paid, and still look upon himself with complacency as an honest man, "the noblest work of God?" Most certainly not; he may use every legitimate means within his reach to secure an increase in salary; if he does not succeed in this, at the expiration of his contract he may decline to renew it; but while it exists he will never, for a single hour, give any service less than his highest and best. His per-

sonal and professional honor are not to be weighed in the balance against dollars and cents; the mere material interests of the worker himself are infinitely less than the work, and the greatest possible success of that which he has undertaken to do must not be hindered by any purely personal feeling, any injured sense of justice, any consideration of his own welfare for times present or times to come. He will serve as one who in serving dignifies his office, having no undue "respect to the recompense of the reward."

The relation of the teacher to his superintendent is that of a well-disciplined officer to his superior commander; they both have one aim, one purpose, which can only be attained by that careful, conscientious co-operation which precludes an arbitrary display of absolutism on the part of either, but which admits an exact obedience on the part of the teacher to the expressed commands of his superior. No man can plan so well but that his plans may be ruined by an indifferent or negligent execution of them, and no execution, however perfect, can wholly redeem a defective plan. However, beyond a certain limit, the teacher has nothing to do with the general plan arranged by his superintendent; his business is wholly executive and his responsibility does not reach beyond the sphere of his own activity. If he approves of the plan he will do his utmost to work it out

to a beautiful and harmonious conclusion; if he does not approve he will still do his utmost without abating a single iota of effort to reach the goal of perfection. Certainly this does not mean that well-timed suggestion or seasonable advice is forbidden or even undesirable, if the proper occasion arises; but when suggestion and advice have been considered and rejected, there remains but one honorable position for the teacher; then it is his "not to reason why, his but to do or die" in the attempt.

But it is in the teacher's relation to his pupils that his conscience must keep him most keenly alive to his duty; herein is his greatest responsibility because herein is his greatest opportunity. And in this relation the teacher who desires success must not only be instructor and preceptor, but he must become a student and a seeker after truth at any cost; he must realize in his own life the fulfillment of the old prophecy, "A little child shall lead them."

First of all he must make a careful study of the child on every side of his complex nature. The sculptor who feels the inspiration of his genius within him, and to whom his chisel and mallet have become almost a part of himself, so readily do they obey his every wish and will, cannot call forth the beautiful angel that is imprisoned in the marble block unless he has more than a superficial knowledge of the material with which he is to work. So

must the teacher know the pupil else the hidden good may be crushed and broken and only the jagged, unseemly lines and rough, rude corners of mind and character stand forth as the fruition of his labor. If the teacher has a natural love for children he has a rich endowment, but let him not trust too much to this alone. "Love will find the way" to many things, but no one more than the teacher needs a nice appreciation of the universal truth that "law is the sustaining force behind all love." The laws of the child's growth and development must become to him as an open book.

Psychological study in the abstract will aid him much towards that exact knowledge which must be his, but unless he endeavors to pursue that study with reference to the mind and soul of the individual child whom he is attempting to teach, his labor has been in vain. The teacher who can glibly define the divisions of the human mind and enlarge upon their various functions, may fall very far short of the ideal unless he also studies to acquire the knowledge of how best to develop each division in its proper time and place, not only in the ninety-nine normal children but in the one-hundredth abnormal specimen who seems to have no other mental equipment for the battle of life except a "will of his own." The teacher's knowledge of the child must embrace a knowledge of the mental powers or faculties, the

order of their development, the manner of their activity, and an understanding of their limitations; otherwise the presentation of instruction will necessarily result in empirical processes and this all-important work become a mere routine.

It seems almost superfluous to say that the teacher who is making a conscientious study of the child will give a measure of attention to his physical well-being. The flushed face, the too-bright eye, the dull and heavy look or the strained effort to see or hear, will all have meanings for him which he will not fail to heed. He will recognize and consider the body as the machine through which and by which mind acts, and he will realize the fact that the perfection of mental activity depends of a necessity upon the perfection of the machine through which it manifests itself. The possession and preservation of health is absolutely the fundamental idea in education, and the teacher should strive for the formation of habits in his pupils which will lead to a proper observance and regard for the laws of life and health.

Again the teacher will study his pupil with reference to his environment, not only his present position but that which may be his in the future. The wise teacher not only seeks to know how to help each pupil to find his level in the school of which he is a member, but he must also acquaint himself with many

things belonging to the child's home life in order that he may best supply defects and correct errors of home training both in manners and morals. Many children receive no moral training in the home, and if the teacher is not prepared to supply this lack, both by precept and example, such children will pass out of school-life into the sterner struggles of gaining a livelihood without having acquired the greatest lesson that may be learned by the pupil: namely, his moral responsibility to the world in which he lives.

The teacher will study the child with reference to the country of which he is to become a citizen. No one more than the teacher must know how to instill into the child's very being the love of home and country, the respect for "the divine right of kings" or the love of liberty and the republic, as the case may be; and especially is this true in our own country where the conditions are such that the son of the man who has groaned beneath the heel of the oppressor in the most absolute monarchy of the old world, may become the highest official in the government of the greatest republic the world has ever seen. Because of these things the conscientious teacher will study the pupil in connection with history and all its heroes, literature and all its ideals, that every evil tendency may receive a check, that every generous impulse may be encouraged to more

vigorous exercise, that every lofty thought may find outlet in noble deed. In short, the teacher will study the child as he is destined to become a unit in the sum total of the power that moves the world. Happy, indeed, is that teacher whose conscience leads him so to apply his knowledge of teaching that his pupils leave him realizing, to some degree at least, that the world is not a play-house where the hours pass pleasure-laden, but a work-shop in which "every laborer must become worthy of his hire." An equally important point is to instill such teaching as would make the view of human duty such as to obliterate any antagonism between individual and public welfare. The child can be taught to know, to a certain extent at least, that his obligation to others, or in other words, his moral duty, is exactly reciprocal to his individual rights, and that no right can exist without a corresponding duty. This particular phase of instruction must result of necessity in the enrichment and ennobling of the pupil's life and the establishment of that fundamental principle upon which depends upright community life, the "square deal for every man," namely: that human rights are sacred.

Finally, the conscience of the teacher will keep him unerringly in the straight and narrow way of absolute uprightness and justice in his dealings with his pupils; he will always be kind, but never too kind

to be just, and this principle of unswerving righteousness will not only govern his actions towards his pupils but it will determine his estimates of them. Children's ideas of honor and just dealing are crude, because of their inexperience, but they are real and absolute and almost invariably correct; so also are their estimates of people. A teacher may appear to older persons better or worse than he is; he may even deceive himself, but he cannot deceive his pupils. Permit me a very commonplace illustration. In the mere matter of grading, which is purely an accessory, the conscientious teacher will have no temptation to please either parent or pupil by giving a higher grade than is warranted by the pupil's work, not only because such action is inherently wrong but because he may be sure that in the pupil's mind his "sin" will find him out."

The conscientious teacher will not wink at evil, but he will always have a clear, open vision for good; the boy with a bad reputation will not be condemned until the teacher has carefully endeavored to discriminate between actual inherent badness and the imposed depravity of extraneous conditions. Pardon me if I illustrate my thought by the experience of a teacher whom I once knew. The teacher had lately come to a strange city and had yet to learn the history and identity of the reputed incorrigibles. At the moment of her being called to the

door one afternoon before school-time, a boy was entering who had been absent almost all the time since the new teacher's arrival. She spoke to him politely, adding that she was glad to see him back to school. At the same moment the principal was passing through the hall and as he heard the teacher's greeting, he said, loud enough for the boy to hear, "You'll probably not be so glad before the afternoon is over." The boy's face flushed crimson, and as he passed on to his place in the school-room the principal proceeded to justify himself by explaining that John was one of the very worst boys in town and that he had given all his teachers no end of trouble. The teacher had known more than one "worst boy in town," elsewhere, and out of the depths of her experience she determined to withhold judgment until she had proof of her own. As she entered the room and looked at John she saw that he had been hurt most bitterly and that the episode could not be ignored between them. She went to him and assured him that she not only was truly glad to see him back, but that she hoped never to have occasion to entertain any other feeling with reference to him. Later developments proved the wisdom of the teacher's action. Inquiry brought out the fact that the boy's home life was all that it ought not to be and he had become so soured by his unfavorable surroundings that he felt all the world was wrong

as well as everybody in it. The teacher's kindness and fair dealing with a continued manifestation of confidence in him proved to be the key to the boy's better nature which needed only an opportunity in which to develop. The teacher set herself the task of fostering and encouraging every good impulse and right tendency, and I need scarcely say that her labor was not in vain. A number of years have gone by since them; John is no longer a school-boy but a man taking a man's part in life. He meets his former teacher but seldom; when he does, he assures her that if he has done any good thing in the world it is solely because she had had confidence in him at a time when he seemed least worthy of confidence.

Such an incident is not unique; almost every teacher has had some such experience or knows some one else who has had. The weight of

the story is in the query to which it gives rise. Even though the result had been different, could the teacher have had a clear conscience if she had not given the worst boy in town as good a chance as the best?

Victor Hugo says, "No man can make an end with his conscience." As teachers, having our work at the very foundations of society, the child-life with which we are entrusted, surely no one of us would wish to do so. We are not of those whose "fame is writ in water;" our actions, our motives, our teachings are inscribed on the imperishable tablets of our pupils' minds and hearts, unseen for a season but certain to confront us in the time when all hidden things shall be revealed. Then thrice happy is he who can stand a free man, without accusation, before the bar of his own conscience.

#### CHANCELLOR'S "OUR SCHOOLS,"

PAGES 206-245:

1. Supervisors: (a) Reasons for establishing. (b) Kinds. (c) Duties. (d) Men or women. (e) Salaries.
2. Definition of School, Chief Characteristics.
3. Arguments justifying its Establishment at any Cost.
4. Examinations.
5. Control of Public Schools: (a) National. (b) State. (c) Local.
6. State Board of Education.
7. State Superintendent or Commissioner.
8. Board of Examiners: (a) State. (b) County. (c) City.
9. Supervision of Rural Schools: (a) County. (b) Township.
10. System of Taxation for Support of Schools.
11. Discuss the Statement: "As a preparation for executive work, a year or two of district school experience is invaluable to a teacher before or after normal school or college."

# The Ohio Educational Monthly

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O. T. CORSON, EDITOR AND PROPRIETOR.  
F. B. PEARSON, MANAGING EDITOR.

## SUBSCRIPTION RATES.

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THE MONTHLY is mailed the first week of each month. Any subscriber failing to receive a copy by the fifteenth should give notice promptly, and another will be sent. Any person wishing his address changed should send notice not later than the twenty-fifth of the month, and must give both the old and the new address.

NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE.

THE school is a typical democracy and the teacher who strives to make it an aristocracy is doing an unpatriotic thing, however aristocratic this teacher may feel.

\* \* \*

Now is the time for all the reformers to march boldly to the front and enumerate their desires. The Legislature is in session. Now, friends, don't be backward in coming forward.

THE grading of papers has its value, of course, but it may become a fad or even a foible. Larger interests should not be allowed to suffer because of it.

\* \* \*

SHE has scholarship and can impart instruction, but her room is always in confusion. Now, what's the trouble and what is the remedy? Wonder if she can tell.

\* \* \*

KEEPING pupils in after school may have its advantages, but the cultivation of the Christian graces certainly isn't one of them. We've tried it.

\* \* \*

WITH some people reading good literature is considered a luxury; with others a necessity, the same as the air we breathe. It all depends upon the people.

\* \* \*

WONDER if any of us really know what we are doing or even what we are trying to do? Here's a broad field for speculation or investigation.

\* \* \*

THE editor up the State who sails the institute so vigorously ought to attend a good institute and have the cockles of his heart warmed. He'd feel better.

\* \* \*

THE teacher will do well to see to it that the school furnishes to the child a better chance to grow than

the street. Otherwise the street is better.

\* \* \*

THE school is valuable not so much because it furnishes the solution of problems and answers to questions, but because it furnishes a mode of life.

\* \* \*

REPRESSION, then suppression, then depression. After that the teacher wonders what it is that has stifled expression. Here's pedagogy enough for one lesson.

\* \* \*

ONE of the most cantankerous teachers we ever saw was continually pounding the desk, demanding order, and nearly deafening us with the statement, "Order is heaven's first law."

\* \* \*

GENTLE READER: May the new year deal kindly with you and give you all your desires, provided you desire to give better and braver service to your fellows.

\* \* \*

ONE may be a past-master of punctilio and still not have very much to show for the year's work. Our pupils like to feel that they are getting on.

\* \* \*

IT is not well to give our boys and girls little tid-bits to nibble at when they crave and would be all the better for a full meal. There's a plenty of food to be had.

THE teacher who is busy with to-day's work hasn't much time left for reminiscences as to yesterday's achievements. To-day is all one can handle well at one time.

\* \* \*

IT must have been a real teacher who said that he wouldn't give the one bright, rosy-cheeked little girl on his knee for a whole graveyard full of ancestors.

\* \* \*

WHEN clouds scumble our sky it is well to indulge in a little introspection before we decide that our pupils are the only cloud builders. There may be at least one other.

\* \* \*

IT is all well enough to ride on a rainbow in a soap-bubble carriage, drawn by a team of butterflies, but in this school work we must hear the grit of the gravel under our feet at times to test our courage and to know the full measure of our strength.

\* \* \*

WHATEVER our attitude toward pedagogy in any or all of its phases, or child study in all its ramifications, we are on pretty safe ground if we keep good common, hard sense always in commission in this business of teaching school. We need it in our business.

\* \* \*

WE know a teacher who believes that the pupils in his classes are the very cream of the whole school, as indeed they are, for such faith in



young people on the part of the teacher is, in most cases, sufficient to transmute the bluest milk into the richest cream.

\* \* \*

OUR conception of what the world is in large measure determines what we are. The physical elements, the thought elements, the elements of feeling, the elements of activity—these are the elements that may enter into our world in varying proportions. Our world, however constituted, reflects ourselves.

\* \* \*

THESE superintendents and high school people who are called *professors* should try to live it down if possible, though it may be a great undertaking. It is too bad for really good men to be thus handicapped. The task of living it down is easier than that of living up to the title. That's the really difficult thing.

\* \* \*

ONE of the tenets of our faith is "Never do for a child what by honest effort he can do for himself." And yet, in spite of this, there are some teachers (not children, mind you) who insist upon having questions answered for them and, worst of all, there are superintendents, teachers and even professors, who are sitting up nights working out these answers, thus violating the philosophy which they claim to believe and practice.

WHAT the school will do with the boy is one phase of the question, but what the boy will do with the school is quite as important. The boy may be judged by what he is doing with the school day after day. Find out whether school means prison or privilege to him, and you have made a start.

\* \* \*

SUPT. F. B. DYER defines self-activity as a response to suggestions, and this definition limits the work of the teacher to giving suggestions, as distinguished from the "pouring in" or the "drawing out" process. No first-class teacher solves the difficulties for his pupils, nor wants others to solve his own.

\* \* \*

IF a boy can "experience religion," why can't he experience arithmetic or geography or algebra? Isn't this just what we are seeking to bring about in our work? We certainly want the arithmetic to become enmeshed in the boy's self, in short to become a part of himself that he may thus use it as he does his right hand.

\* \* \*

IN his delightful book, "Auld Lang Syne," the eminent scholar Max Müller says: "No one in our sphere of studies would call himself a scholar who has not edited a text never before edited, or at least translated a text never translated before." Such a standard of scholarship would demote some of us to

the kindergarten department. Certain it is that Max Müller didn't browse around much in books of questions and answers.

\* \* \*

THE school code is not ideal, of course, but it has done so much for the schools of the State that it should be tested by longer experience save in the minor features, which everybody knows should be remedied. There is a pronounced sentiment among the teachers of the State that, on the whole, the code represents a great step in advance and that we should make our present gains secure before we attempt any further radical school legislation.

\* \* \*

THE Library Commissioners of the Ohio State Library, in their annual report, pay a high tribute to Hon. C. B. Galbreath, as follows:

We cannot too earnestly commend the efficient service of Charles B. Galbreath, the State Librarian, and the faithful support of the Library Staff. The State could not have a more conscientious and efficient public servant than the present Librarian. To him is due more than to all others, the credit for the great progress made in the State Library; under his management the Traveling Library Department has been made to reach into every county in the State, and the wise selection of books for the entire Library has been largely due to his painstaking, tireless industry and investigation.

IN one of the large cities of a neighboring State a former Ohio teacher fills an important position, with great credit to herself and her many Buckeye friends, and also with the highest satisfaction to her pupils and patrons. That the "Ohio idea" is reasonably well taught in the schools under her care is conclusively shown from the following quotation from a personal letter recently received from her, and which is certainly too good to keep, even if permission to print has not been granted:

"Yesterday a boy in one of our first grades wanted to sing me a new Christmas song. The teacher gave permission. He most lustily sang 'Glory to God — in Ohio.'"

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#### EDUCATIONAL NEWS.

— The Ohio College Association elected officers as follows: President, Dr. W. H. Scott, Ohio State University; Vice-President, Dr. E. W. Hunt, Denison; Secretary, Prof. Emma Perkins, Western Reserve; Treasurer, Prof. L. H. Ingham, Kenyon; member of Executive Committee, Dr. A. B. Church, Buchtel.

— The Association of Secondary Teachers elected the following officers: President, Prin. W. H. Maurer; Secretary, Miss Wilhelmina Deissle; Executive Committee, Prin. Seth Hayes, Supt. E. L. Mendenhall, Prin. C. D. Everett.

— The Elocutionists changed their name to Ohio Speech Arts Association, and elected the following officers: President, Dr. Alston Ellis; Vice-President, Prof. R. I. Fulton; Secretary, Miss Grace E. Makepeace; Treasurer, L. M. Layton; Executive Committee, Prof. Frank S. Fox, Prof. Emerson Venable, Miss Elizabeth M. Irving.

— A movement is on foot in Knox county looking toward the appointment of a committee, representing the teachers, which will examine into the merits of all the school supplies of every description that are offered for sale, the teachers agreeing not to purchase until this committee has reported favorably. This committee should be styled the "Anti - Flimflamming Committee."

— At the suggestion of Supt. W. R. Comings, of Elyria, a collection was taken in the schools for the benefit of the worthy poor, and \$66.81 resulted. Thirty-two families were thus helped.

— Murray N. Parker has recently come to Ohio, representing Benj. H. Sanborn & Co., of Chicago, and has already impressed the school people of the State most favorably.

— Supt. C. A. Wilson, of Carthage, is doing things. Salaries of teachers increased from \$25 to \$75 on the year, superintendent re-elected for two years at an annual increase of \$250, supplementary

reading to the value of \$200, physical apparatus \$350, school hall fitted up with opera chairs \$375, and a new teacher of music, drawing and physical culture, Miss Pearl Jolliffe, of the Thomas Training School, Detroit.

— The Ohio Director of the N. E. A., Prin. Wells L. Griswold, has appointed the following as his assistants: Supt. J. A. Shawan, Columbus; Supt. Wm. McK. Vance, Miamisburg; Supt. J. M. H. Frederick, Lakewood, and Prin. O. P. Voorhes, Cincinnati.

— Supt. C. J. Foster, of Caldwell, is finding much encouragement and appreciation among the patrons in his work of supervision in the schools of Olive township, Noble county. They now believe in supervision.

— Ginn & Co., Chicago, have just published a primer and a first reader, by Joseph H. Wade and Emma Sylvester, of the New York schools. Both books are designed for the work of the first year, and contain much practical material in concrete and fascinating form.

— Supt. C. E. Thomas, of Arcanum, challenges the State. He has 65 in the high school, of whom 42 are boys. Speak up, friends.

— Supt. J. R. Clarke, of Mad River township, Clark county, reports 340 pupils and 12 teachers in the township, with 55 in the high schools. The teachers receive \$55 a month, the high school Principal

\$75, and the Superintendent \$100. All the townships in Clark county now have supervision but Pike.

— E. P. Tice sends greetings from Yale to his many friends in Ohio and incidentally remarks that he finds his work in quest of a "sheep-skin" keeps him busy.

— Morrow county teachers held a good meeting December 9. D. L. Grove, Miss Anna Scheurman, Clarence Jenkins, Earle Bixler, Supt. Johnson and Supt. Long all made excellent contributions to the success of the meeting. Prin. J. A. Shearer, of Galion, gave a masterly talk on "Reading." Prof. J. R. Taylor, of Ohio State University, captivated the audience with an address on "Literature."

— Prin. A. J. Willoughby, of Dayton, is corresponding secretary of the United States Historical Society, whose headquarters is at Washington, D. C. The Ohio Section held the first meeting December 27, with addresses by Prof. J. H. Grove, Delaware, and Prin. A. C. Bagnall, Lakewood. Persons interested in forming county sections should address Mr. Willoughby for full particulars.

— L. L. Pegg succeeds himself on the board of county examiners in Franklin county. Examining teachers has grown to be a habit with him.

— Dr. W. O. Thompson delivered an address in connection with the University Day exercises of the

University of Cincinnati, November 21. A College for Teachers has been organized in the University, of which Prof. W. P. Burris is Dean. This college offers general and professional courses for all who look forward to teaching in its higher phases.

— Miss Katherine Bicknell Stevens, of 346 Linwood avenue, Columbus, is pleased to state to the world at large that her advent to this mundane sphere seemed to bring great joy to her parents, Mr. and Mrs. E. B. Stevens. She says that her father almost forgot about his position of University editor.

— Prin. G. B. Bolenbaugh and Prin. O. P. Voorhees, of Cincinnati, will conduct a large party to the N. E. A. meeting, at San Francisco, and make a tour of Yellowstone Park on the return trip. They are experts at the business, and are absolutely reliable.

— Supt. H. S. Piatt, of Coshocton, sent as a Christmas greeting to a goodly number of friends a chaste bit of art work that reveals high standards of taste. The sentiment expressed is by Edward Sill, entitled "Life," as follows:

"Forenoon and afternoon and night — Forenoon

And afternoon and night — Forenoon and — what?

The empty song repeats itself. No more?

Yea, that is life; make this forenoon sublime,

This afternoon a psalm, this night  
a prayer,  
And time is conquered and thy  
crown is won."

— The Central Teachers' Agency, 20 East Gay street, Columbus, of which E. C. Rogers is manager, has compiled a list of the superintendents of Ohio, which will be found very useful to teachers and all others interested in the schools. Mr. Rogers has been in the agency business for several years, and is noted for fair dealing.

— Prin. M. F. Andrew, of the Twenty-fifth District, Cincinnati, runs his school, supervises his farm, is superintendent of a Sunday-school, does institute work and still sighs for more worlds to conquer.

— In some of the counties of Pennsylvania the teachers pay an institute fee of two dollars, and yet the salaries are no higher than in Ohio.

— "Glimpses of Longfellow," by Ella May Corson, has been adopted on the Indiana Reading Circle.

— Gallia county is suffering from a lack of teachers, several of the schools being vacant. It is probable that they have permitted other counties to take the teachers by offers of better salaries.

— Prof. J. H. Dickason, Hon. W. H. Meck, and Supt. Chas. Hauptert addressed the teachers of Crawford county, at New Wash-

ington, December 16, and gave them an excellent meeting. Supt. Bittekofer did himself proud in looking after the comfort of the visitors.

— Supt. Wm. McK. Vance, of Miamisburg, has consented to read a paper at the N. E. A. meeting, in San Francisco, on "Music in the Schools; from the Standpoint of the Superintendent."

— The teachers of Putnam county held an excellent meeting at Ottawa, December 16, with a notable array of speakers, as follows: Frank E. Wilson, Edw. Hoffman, J. E. Hathorn, W. F. Leidy, C. D. Steiner, Geo. Wisely, J. W. Wallen, Zoe Brown, Florence McClure, Ethel Holmes, W. E. Lantz, Jas. F. Begg, H. H. Coffman, W. G. Stover, G. R. Fromm, S. J. Weaver, F. R. Reese, P. D. Amstutz, Ray D. Krout, Lillian White, Carrie Evans, Corinne Van Buskirk, August Heckman, C. J. Stine, W. S. Sackett. Dr. J. D. Creager, of Lebanon, gave an address on "Shakespeare" that won for him the strongest words of praise.

— Supt. Fred. V. Bonic, of Warrensburg, is winning laurels in his work, and the *Journal-Herald*, of Delaware, recently contained a flattering article on himself and his work.

— Miss Mary E. Tilbery, a graduate of Ohio Northern University, has charge of the work in Latin this year at North Amherst.

— The second meeting of the Preble County Teachers' Association, held in Eaton December 9, was quite profitable and interesting. Supt. H. B. Williams, of Sandusky, spoke advisedly and authoritatively on "Literature and the School Readers." Supt. W. T. Trump, of South Charleston, spoke eloquently and as one who knows on the "Making of a Man," and Supt. F. E. Rinehart, of West Alexandria, spoke on "School Legislation," and made an excellent impression.

— A flag should be in every school room or on every school house; if not constantly, at least upon such occasions as when we do honor to our great men and we want to call the attention of our readers to a plan whereby they can get a large flag of splendid quality without trouble or expense. The Mail Order Flag Co., of Anderson, Ind., will send to any teacher who writes for them thirty-five flag buttons or stick pins, to be disposed of by the pupils, for ten cents each. These thirty-five pins are furnished free, with the understanding that when they are all sold the proceeds — \$3.50 — shall be sent to the Mail Order Flag Co., in payment for a beautiful fast-colored flag, eight feet long and five feet wide. We suggest that our readers who are interested in getting a flag write to this company at once, so as to be prepared to decorate for Lincoln's and Washington's birthdays. It will not be long before Decora-

tion Day is here again, either. Just address the Mail Order Flag Co., Anderson, Ind., requesting the buttons and mentioning this paper. They will be sent free, all charges paid.

— Supt. Wilson Hawkins, of Mingo, graduated a class of six December 8, and in doing so established a precedent. This class had not completed the work at the close of the last school year, and so were not graduated till the work was completed. There's a man who has a spinal column.

— Supt. J. E. Collins and the teachers of Batavia had a very interesting Thanksgiving programme, consisting of an exhibit of historical antiquities furnished by the pupils. The entire community joined in the quest for material.

— Columbiana and Mahoning counties met in joint session at Washingtonville, December 9, and had a rousing meeting. The music was first-class, and excellent addresses were given by Miss Ella Syder, C. O. Allaman, Miss Blanche E. Miller, Prin. B. F. Stanton, Prin. Wells L. Griswold and J. E. McGilvrey.

— Summit county had a good meeting at Akron, December 9. Prin. C. F. Hagadorn, of Macedonia, had an excellent paper on "Aids in Discipline," and P. E. Graber, of the Akron high school, discussed "Educational Value of

Scientific Experiments" in a very interesting way. Dr. Frank W. Luce gave a masterly address, and Prof. Glover led the music.

— The Macmillan Co., of Chicago, have published "Model English Prose," compiled by Prof. Geo. R. Carpenter, of Columbia, which contains selections from the world's masterpieces, systematically arranged.

— Supt. T. W. Shimp, of Delphos, speaks to the point in his new manual, as follows: "The first requisite to good schools is good teachers, teachers who know how and what to teach, who are alert to all that is best and wisest in education. No teacher should ever cease to be a real student, and all who enter the great work of teaching should strive to become earnest students."

— Prin. E. A. Bell, of the West Liberty high school, aspires to the pennant also. The total enrollment is 280 and the high school has 70, just twenty-five per cent. Waverly and Belle Center please copy.

— The Round Table of Supervisors of Drawing of Western Ohio met at the Phillips House, Dayton, Ohio, December 1, with Miss Robinson, of Oxford, president and Miss Bier, of Greenville, secretary. The meeting was of unusual interest, owing to the presence of Mr. Froehlich, of New York, who talked on "Art," illustrating his talk with sketches showing prac-

tical examples of handwork and emphasizing the fact that art appreciation will lead to better homes and better citizenship. At the afternoon session an interesting talk was given by Supt. Carr, of Dayton.

— The Cincinnati Board of Education recently purchased 1,250 copies of the "Eugene Field Reader," published by Charles Scribner's Sons, to be used for supplementary work.

— Officers were chosen for the Eastern Ohio Association as follows: President, Supt. F. P. Geiger, Canal Dover; Vice-President, Supt. W. N. Beetham, Carrollton; Secretary, Nora Thornton, Marietta; Treasurer, Supt. Frank Linton, Salineville; Executive Committee: Supt. Edward M. VanCleve, Steubenville, Chairman; Supt. L. E. York, Barnesville, and Supt. J. M. Richardson, McConnellsville.

— Supt. C. C. Smith, of Lyons, reports an enrollment of 150 and the high school raised to second grade. The course has been revised and strengthened and everybody connected with schools is busy and happy.

— Supt. J. B. Hughes, of Raymond, is a graduate of Otterbein and is showing the value of his college training in elevating standards of work and scholarship in his school. He is ably assisted by Prin. H. H. Herd, and they hope

to have another year added to the high school course.

—The Ohio Printing Company, of New Philadelphia, O., is building up a fine trade in school supplies of all sorts. They have a line of neat and appropriate souvenirs to present to pupils at the close of school. Samples may be had by enclosing a two-cent stamp.

—Hon. D. J. Schurr, since his election to the legislature, has been doing hard work in Lima College and will resume work in that institution after adjournment and do teaching during the summer term. He is an indefatigable worker and always faces in the right direction.

—Supt. J. C. Shank, of Dupont, in remitting for the MONTHLY gives expression to good wishes that are greatly appreciated and heartily reciprocated.

—The next meeting of the Eastern Ohio Association will be held at Steubenville, and Supt. Van Cleve and his teachers will have the latch-string out in most hospitable fashion.

—Prof. S. A. Long, formerly of Steele High School, Dayton, is traveling over the land at high tension, delivering six and often seven lectures a week. He says he is "having a mighty good time and feels under no obligations to apologize for making other people equally happy." He'll do.

—Supt. F. P. Geiger and the

teachers of Canal Dover are all given great praise in the public press for their efficient conduct of their part of the Eastern Ohio meeting. Fully 500 teachers enjoyed their hospitality, and greatly, too.

—Dr. J. J. Burns and his daughter have gone South for the winter, and their itinerary includes Pensacola and some other places not previously visited. A visit to Dr. Burns' two sons is to be a part of the trip. Mail addressed to him at Elizabethtown, Ky., in care of J. F. Burns will be forwarded.

—Supt. C. W. McCleary, Hon. F. B. Willis, Supt. J. E. Gordon, T. C. Ferguson, Miss Corrine Gramlich, and Miss Cecelia Schneider gave the Hardin county teachers a feast of good things at Kenton, November 18.

—One of our readers thinks that a common school life certificate should entitle one to teach in a second or third grade high school without further examination. He thinks, also, that not more than two of the examiners should belong to one political party. Here's a good chance for argument.

—Miss Alberta King has resigned her position in the Columbus schools, to become the bride of Wm. G. Westwater.

—A prominent high school Principal writes thus: "Don't go into the question and answer business.



There are too many big things and too many beautiful things for teachers to think about to spend their time with old examination questions."

— In the Tiffin high school the three lower classes have 66 girls and 66 boys, while in the senior class there are 60 per cent boys. How is it elsewhere?

— By the will of the late Mrs. Helen G. Coburn, of Boston, Oberlin College will receive \$10,000 and Berea College a like amount.

— Supt. J. J. Bliss, of Bucyrus, received a hundred dollars in premiums for the school exhibit at the county fair. Incidentally, it may be remarked that the teachers' meetings in Bucyrus are not a mere form. The programme for the year shows that real and systematic work is the order. Literature is made prominent this year.

— Supt. F. B. Dyer, of Cincinnati, addressed the teachers of Columbus and Franklin county December 16, and gave them much to think of. It is evident that his reading of pedagogy is vitally connected with the every-day experiences of the school room. The address was "white meat" from beginning to end.

— The legislative committee of the Ohio State Teachers' Association met in Columbus December 15, to deliberate upon the subject of school legislation. A few

changes in the school code were agreed upon, but nothing revolutionary.

— The Ohio Teachers' Federation changed the name to the Ohio School Improvement Association, and elected the following officers: President, Supt. S. K. Mardis, Toronto; Vice-President, Supt. G. E. Bell, Cumberland; Treasurer, Prof. J. H. Dickason, Wooster; Executive Committee: W. E. Kershner, Columbus, Chairman rural School Supervision Committee, Supt. J. W. Zeller, Findlay.

— Supt. L. C. Dick, West Jefferson, has a total enrollment of 248, with 57 in the high school. That is a pretty fair per cent, too.

— The township superintendents elected the following officers: President, S. T. Price, Elmwood; Vice-President, A. A. Downey, Christiansburg; Secretary-Treasurer, J. J. Houser, Castalia; Executive Committee: R. W. Crist, Tippecanoe City, and E. C. Hedrick, Clarksburg.

— Supt. Ira Gregory, of Galena, has 54 in the high school, and does all the teaching himself. This is "busy work." Of the 54 enrolled, 35 are tuition pupils.

— The Elementary Teachers' Association elected officers as follows: President, Miss Lillie Faris, Athens; Vice-President, Miss Macra Palm, Coshocton; Secretary-Treasurer, Miss Tillie Laurie, Co-

shocton; Executive Committee: Miss Emma S. Waite, Athens; Miss Amy Wheir, Athens, and Supt. E. L. Daley, Atlanta.

— One hundred and sixty school and other men enjoyed the hospitality of Mr. and Mrs. O. T. Corson at their new suburban home, December 28, and partook of a genuine country lunch. No one fell asleep during the exercises.

— C. M. Thompson, of the American Book Company, has one son in Denison University and another, Carl, who expects to emulate his father and enter upon the profession of teaching next year.

— Wm. I. Crane, formerly of Steele High School, Dayton, has returned to Ohio to become state agent for D. Appleton & Co., of Chicago. His ripe scholarship and his genial personality will be a passport to those who are not already bound to him by the ties of friendship.

— The Art and Manual Training Association elected the following officers: President, Prof. T. K. Lewis; Vice-President, Miss Lillian Bicknell; Secretary-Treasurer, Miss Rachel Thomas; Executive Committee: Miss Mary Dever and Prof. F. H. Ball.

— L. F. Gates, western manager for D. Appleton & Co., Chicago, attended the Columbus meetings. He is one of the elect, and was given a hearty greeting.

— Supt. J. W. Carr, of Dayton, confirmed the already high estimate that has been placed upon him by his masterful address. He lives right down on the ground where the workers are, and feels at home among them.

— The County Examiners elected the following officers: President, W. L. Guthrie, Alliance; Vice-President, L. E. Clark, Springfield; Secretary-Treasurer, F. P. Geiger, Canal Dover; Executive Committee: L. E. York, Barnesville; H. H. Helter, Wapakoneta, and L. C. Dick, West Jefferson.

— That was a notable pronouncement of Dr. W. O. Thompson in his address, that he would rather see the Ohio State University abolished than to have the elementary schools suffer from lack of adequate support.

— W. S. Smyth, Jr., assistant manager for D. C. Heath & Co., Chicago, was one of the Columbus visitors renewing old friendships and making many new ones. He's altogether eligible.

— The Teachers of Mathematics and Science elected the following: President, Prof. W. H. Wilson, Wooster; Vice-President, Prin. T. Otto Williams, Circleville; Secretary, Prof. Thos. E. McKinney, Marietta.

— Mrs. E. W. Avery and Miss Sara W. Featherstone of Toledo attended the Columbus meetings and enjoyed the banquet provided

by Dr. Chrisman. Incidentally, Miss Featherstone was congratulated on all sides upon her poems which have recently appeared in the MONTHLY.

— Miss Helen H. Cowing of West High School, Cleveland, has arranged an adjustable Class Record that is absolutely new in plan and has some admirable features. Full information may be had by addressing Miss Cowing as above.

— John D. Harlor, manager of the Ohio Teachers' Bureau, informs us that he has calls for teachers for eight vacancies, for which he has no available candidates. These calls are from elementary and high schools. Matters are looking hopeful for teachers.

— Weather conditions have been favorable to building operations, much to the gratification of the Steubenville school people, whose high school now is almost ready for roofing.

— Miss Clara F. Robinson of Plymouth, Mass., the new supervisor of Art Instruction at Steubenville, has made a good start in her work, so report says.

— Steubenville's supervisor of music, Miss Elinor B. Moser, after a siege of typhoid fever, was unable to resume her work and resigned just before the holidays.

— Superintendents Rayman of East Liverpool and VanCleve of Steubenville are among the numer-

ous school men looking for teachers. Whereas once there were a score waiting for places, now none are desirous of becoming teachers, and to man the increasing number of schools the superintendents must search the byways and hedges.

— Supt. J. E. Collins of Batavia had on exhibition at Columbus a bit of art work by one of his pupils that attracted much notice and received much praise.

— Many expressions of commendation have come to us concerning the work of Supt. F. P. Geiger of Canal Dover in connection with the Eastern Ohio meeting. He is accorded unstinted praise. That's one characteristic of Ohio. When any one does a good bit of work it is given instant and hearty recognition.

— Supt. Wm McClain of London in addition to being one of the best mathematicians of Ohio, has a penchant for tools. We recently saw a bit of cabinet work from his hand that was artistic.

— The meetings at Columbus were not so well attended as last year, but those who attended were more than repaid for their expenditure of time and money. The general sessions had addresses that were high-grade and that will be referred to for years to come.

— Some people seem to think that J. H. Secrest is still superintending the schools of Ottawa.

That was in the long ago. He has been practicing law in Lima for ever so long and will continue to do so till the dear knows when.

— Dr. Carlos C. Rowlinson, President of Hiram College, says "The motive in education is, therefore, the desire to bring the student into an accurate knowledge of Nature, Literature, Art, History, and Religion, so that he may have the poise and power of one who is in harmonious touch with the best that is; and to so quicken his imaginative sympathies that he will be prepared to do his full quota in the world's work."

— Hugh Foresman of Scott, Foresman & Co., Chicago, beamed in upon the brethren at Columbus like a flood of good wholesome sunlight, and made everybody feel the better for his coming.

— Supt. J. L. Steiner of Beaverdam has prepared a very complete and attractive manual which contains the full complement of information relative to the good of the schools. It is a good piece of work and reflects credit upon the author.

— Scott, Foresman & Co., Chicago, have published "Reading Reports," a record book for pupils who are doing reading in connection with their work in English. Teachers of high school English will find it most helpful.

— Stuart Eagleson is brushing up his Spanish in order to read

fluently and with expression the new circulars in Spanish which Ginn & Co. are issuing for use in the Spanish-American countries.

— The circulars sent out by the Bureau of University Travel describe a summer tour of ten weeks that cannot be surpassed for interest, pleasure, and profit. To visit Europe under the guidance of experts in history, literature and art is an opportunity of a lifetime and is, indeed, a liberal education in the best sense of the term. In our advertising space will be found information concerning the tour, and all details can be had by addressing the Bureau of University Travel, 201 Clarendon St., Boston, Mass.

— Miss Eva Gardner, who instructs in Latin and German in the Gallipolis schools, is having a very successful year.

— In Ohio last year there were 24,197 teachers and 1,254,780 pupils, and the schools cost \$17,000,000. There are 267 township superintendents, 75 centralized schools, and 890 high schools.

— Commissioner Jones in his annual reports recommends the establishment of two more normal schools and also a teachers' college in connection with Ohio State University.

— Joseph Milholland, who teaches in the West Jefferson schools, and Miss Nellie Baber were married on Christmas day.

— It was good to see Col. W. J. White among the faithful at Columbus with his heart young and his face to the East. As was natural, he was the recipient of ovations wherever he went.

— Many of those present at the dinner given by the Central Ohio Schoolmasters' Club were guests of individual members of the club, while quite a number were guests of the club as a whole. This graceful courtesy on the part of the club was commented upon most favorably.

— Lee A. Dollinger, of Sidney, is engrossing the certificates of those who passed the state examination, and when these come into the possession of their owners they will see at once that Mr. Dollinger is an artist. He can letter the diplomas for high school and college graduates equally well and no one need be at a loss to know where to go for this sort of work.

— Dr. H. W. Elson, of Ohio University, attended the Columbus meetings and had a taste of the Ohio spirit. Though reared in our state he has been absent for some years and, coming back to us, he has brought that which brings honor to us all and makes us feel that in paying tribute to him we honor ourselves.

#### TRAVELING LIBRARIES.

Following is the record of the growth of the Traveling Library

Department of the Ohio State Library since its organization:

Libraries	
Prior to	Issued. Vols.
Nov. 15, 1896.....	2 50
From 1896 to 1897..	62 1,331
From 1897 to 1898..	379 9,887
From 1898 to 1899..	445 12,812
From 1899 to 1900..	711 19,505
From 1900 to 1901..	762 20,689
From 1901 to 1902..	803 22,031
From 1902 to 1903..	923 27,078
From 1903 to 1904..	966 30,935
From 1904 to 1905..	1,027 36,441

The libraries issued within the past year were distributed as follows:

To women's clubs.....	159
To independent study clubs..	168
To men's clubs.....	19
To schools.....	437
To granges.....	129
To religious organizations...	82
To libraries.....	33

Total ..... 1,027

#### TEACHERS' INSTITUTES.

It is the custom in most of the towns in Bulacan province to hold teachers' meetings once a month. Below is the programme of one of these institutes held at Bocaue, Bulacan, where Mr. Paul Hagen is supervising teacher:

1. Why we should learn the English language.—Juanita Mariano.
2. Some thoughts on Work and Duties of an Assistant Teacher.—Sixta Garcia.
3. The influence of

a Careless Teacher on a School.—Carmen Deeter. 4. Necessity of Order in Marching out at Dismissal and Recess.—Ester de León. 5. How and with what to Decorate our Schools.—Catalina Saclolo. 6. The Importance of Reading.—Urbano Luna. 7. The Duties of a Primary Teacher.—Marta de Len. 8. How I Keep My Attendance.—Tiburcio Gonzalez. 9. The Evening's Preparation of a Teacher for the Next Day's Work.—Rosalia de León. 10. The Duties of a Teacher.—Dionicio Sarmiento. 11. Why a Teacher Should Visit Parents.—Lucia Constantino. 12. Why We Study Arithmetic.—Antonio Sarmiento. 13. The Spirit of a Teacher in the School-room.—Marcela Concepción. 14. How I Have Increased my Attendance.—Gregorio Santiago. 15. The aims of the Educational Department in the Islands and in this Pueblo.—Paul Hagen. —*The Philippine Teacher.*

#### THE SCHOOL AND THE MASTER.

As a boy he was much bewildered. His father told him that education is the solving of problems, the parsing of sentences, and the locating of places on the map. Then came a relative who told him that real education is culture, but failed to define culture. Then, again, there came the preacher who, with emphasis, told him that education has to do with character, but did not tell him what character is. So he was bewildered, and was

left to grope after something that is supposed to be worth possessing but which seemed to him to defy clear definition. His father was always near at hand, and could reiterate his statement of the case. The relative and the preacher were intermittent. Hence he solved his problems and parsed his words, all the while pondering the terms culture and character. His teacher, too, reinforced his father's views and laid much stress upon the problems and the sentences—and increased his lessons day by day. The lessons were most exacting, and he wondered what it was all for and whether some easier way could not be found. One day he discovered his teacher conning somebody's answers to some other body's questions—and light broke in upon his darkness. But why had not his teacher told him of this easier way to solve problems and parse sentences? Possibly, after all, education consists in finding some one else to solve and parse. But, there is mystery here. The teacher insists upon his solving the problems—but does not do so himself. Perhaps, then, this whole thing is legerdemain—some secret process that must be come upon by stealth. Why not try the plan? Why puzzle one's brain, if there is an easier way? Then ensued a period of secret work with keys, ponies, helps of all descriptions. But he was a young fellow with sense, and in time he noted the fact that he was

becoming weaker and not stronger, that he was becoming listless and lifeless — and he laid the blame at the door of these helps and at once banished them from his work. He soon felt the invigorating and inspiring influence of this independent effort. But his implicit faith in the teacher was gone. Then he aspired to teaching and this became another incentive to hard work. So the procession of problems and sentences moved before him constantly, and the procession of teachers, one by one, made the coming examination loom large upon his horizon. Then came the climax and the examination was passed. With the certificate in hand, the position came with ease, and he was in time installed as a teacher. But, how about the culture and the character? He knew not, though he heard people using the words glibly all about him. Was it possible that all these people knew all about culture and character, and himself nothing at all? Then he heard the word culture applied to people he knew, and he was more confused than ever. He saw girls from cultured families doing things that would have made him heart-sick to see his sister doing. He saw the lack of delicacy that he had supposed inherent in the gentler sex. He saw coarseness where he expected fineness; he saw boorishness where he expected refinement; he saw ill-breeding where he expected delicate politeness; he

saw swagger where he expected innate modesty; and he saw young girls treading near the limits of realms he had supposed reserved exclusively for men — and no\* the best men at that. And was this culture? Were these the representatives of the culture that he had been told the schools should inculcate? Then he reread the age of chivalry in his histories and saw again the deference paid to women in the olden time, saw the gallantry and the courtesy shown to them and saw the battles that were fought to vindicate their good names. Then he looked about once more, and the contrast became even more striking and he was led to wonder whether we are attaining the culture we pretend to preach. Have modesty and good-breeding struck their colors? Do cigarettes, chewing-gum, slang, betoken culture, or is there something better? He could not countenance such things in the school or out, but as yet he could not square the definitions of culture with his own convictions, and he longed for another visit from his relative. Meantime, the teaching went on and, true to his own training, he was solving the problems and parsing the words as the end and aim of all his efforts. But the process did not satisfy him. He could not write *ne plus ultra* after the answer to a problem — or the answer to a question in history, even though he had searched out the answer himself.

There must be something beyond, but whether culture or character or something else equally mysterious he did not know. Conditions about him did not, could not, satisfy. Then literature came to his aid, and at first he "saw men as trees walking." But, by and by, he began to get his bearings and to learn the points of the compass and to apply the printed page to the thing people call life. In De Coverly he saw the charm of good-breeding, of polish, of deference to refined womanhood, and what he read only served to ratify his own intuitions. It was a great discovery, and gave him a clue to just one other thing that the teacher and the school can do.

When he read these words of Addison, "When modesty ceases to be the chief ornament of one sex, and integrity of the other, society is upon a wrong basis and we shall be ever after without rules to guide our judgment in what is really becoming and ornamental;" when he read these words, he came to a full stop. He had food for thought, and for days this sentence haunted him—"Modesty the chief ornament of one sex, and integrity of the other." But these are not set down in the course of study, and he had been taught that the answer to the problem is the *sine qua non* of all school work. Modesty, integrity—is there any place in the schools for such things? The time is already full to overflowing with

the regular work. Again testing the accuracy of his reading of Addison, his eyes fell upon the words, "A wise man is not always a good man," and then upon the words, "I lay it down therefore for a rule, that the whole man is to move together; that every action of any importance is to have a prospect of public good." Is teaching, then, of any importance; and, if so, has it, has this teaching, a prospect of public good? But how? He found his work and his mission enlarging before him, and to every action connected with his school was applied this test, Is this for the public good? By this process he discovered that the arithmetic is but a means to an end, that it may be made to contribute to integrity; that literature may be good or bad, according as it influences toward modesty and good conduct; and that his own mode of teaching must be measured by like standards. Then began the process of elimination. This must be put aside as being below grade. This must be exalted as being a means to the end he sought. Checks must be applied here, and emphasis must be put upon this feature or phase of school life. No more cheap, trashy books in that school, because of their cheapening and degrading of standards. Coarseness must be supplanted by fineness. The low must give place to the high. Pomp, parade, show, glitter, tinsel, gaudiness must find no place in his



school. They do not promote the public good.

Some of his own books must needs be burned — books that had been suggested by teachers. Some of his habits must be sloughed off. A new vocabulary of choice words must be acquired. His slovenly sentences must be made right and then polished. Otherwise he will preach what he does not practice, and no whit of integrity must be abated, even though the work cuts deep into his own life and practices. He is there now to promote the public good and every child in that school, as well as every home in that community, must be made to know the mission of the teacher and to feel his influence. A suggestion here, a book there, an illustration, a poem, a picture — these were the elements in the process. And the seed grew, blossomed, and bore fruit. Clean hands, clean desks, clean floor, clean grounds, clean homes. Flowers became abundant, and beauty has banished ugliness. Chaste speech, chaste manners, chaste living, and coarseness becomes a thing of the past. Honest work by the teacher, honest work by the pupils, honest dealings among the parents, honest administration of public affairs — and sham, hypocrisy and graft flee from the land.

He is still teaching in your county. He is scholarly, because he deals honestly with his books and his subjects of study. He will not

parade in borrowed plumage. He will get neither money nor reputation by false pretense. He knows what culture is for he is a cultured gentleman. He is kindly, modest, courteous, and simple as a child in his gentleness; but, withal, a very tower of strength. These qualities, moreover, are his character. Thus he has found that his father, his relative, and the preacher must combine their definitions of education in order to satisfy his own standards. He has mastered the situation, because he has mastered himself — and stands before us a glorified type of the noble school-master.

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**RESOLUTIONS OF SUPERINTENDENTS' ROUND TABLE.**

DAYTON, O., Dec. 1, 1905.

Your committee, appointed to suggest initiative steps to be taken relative to School Legislation, submit the following report:

1. We recommend that the Legislative Committee of the Ohio State Teachers' Association, in connection with the State School Commissioner of Common Schools, appoint a commission to investigate the question of public school support, the said commission to be authorized to employ an expert for their assistance in the said investigation; and that this Association pledge for the support of the above commission two hundred dollars (\$200.00) or such part thereof as may be needed for the above-named

purpose annually, and that the commission solicit like support from all the various educational associations of the State; and that the said commission request the School Commissioner to publish the findings of the said investigation in his annual report.

2. We favor the entrusting of the expenditures and tax levies of our public schools solely to the Boards of Education.

3. We favor a minimum salary of forty dollars (\$40.00) per month and a minimum school term of eight months, and additional state support for all schools having a reasonable average daily attendance unable to meet the above requirements.

4. We favor the establishment of a minimum scholastic attainment for entrance to teachers' examination; state recognition of professionally trained teachers.

E. B. COX,  
J. W. CARR,  
F. B. DYER,  
WM. MCK. VANCE,  
H. C. MINNICH.

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**RESOLUTIONS ADOPTED BY THE STATE  
ASSOCIATION OF SCHOOL  
EXAMINERS.**

*Resolved,* That it is the sense of the School Examiners of the State of Ohio that the School Code as a whole is quite satisfactory in its workings so far as it applies to the examination and certification of teachers and that we endorse the

main features of it and would suggest only such changes as may affect some minor questions relating to the administration, among which are:

1. We favor the reduction in the number of examinations per year to six.

2. That the questions not only be prepared by the State School Commissioner, but that they be printed under his direction, sealed and sent to the various boards of examiners, to be opened in the presence of the class of applicants and the majority of the Board of Examiners.

3. That we heartily approve of the growing sentiment in favor of better qualifications for teachers and that at as early a date as possible qualifications equivalent to at least that of a good high school education be required of all applicants for teachers' certificates.

4. That the evident oversight in the code regarding the compensation of the clerk of the Board of Examiners in conducting the "Boxwell-Patterson" examinations be corrected, and that he be allowed the same compensation as clerk of the Board as is provided in case of teachers' examinations.

5. That we recommend a substantial increase in the salary of the State School Commissioner.

J. W. MACKINNON,  
H. A. CASSIDY,  
L. C. DICK,

*Committee.*

**RESOLUTIONS OF ALLIED EDUCATIONAL ASSOCIATIONS.**

*Resolved*, That it be the sense of this conference :

1. That we heartily favor the fundamental features of the school code in its present form and go on record as being opposed to any radical changes.

2. That the action of the boards of education with reference to tax levies for public schools shall be final.

3. That there shall be six examinations per year on two successive Saturdays of the months of January, March, May, June, August and September.

4. That after September 1910, all applicants for teachers' examinations who have not had one year's experience, shall have graduated from a recognized high school or taken equivalent work, and in addition have had one year of professional training.

5. That existing boards of examiners be authorized to issue emergency certificates to meet exigencies arising from the lack of opportunity to take a teachers' examination, these certificates to be signed by the state school commissioner and to be valid until the next regular examination.

6. That we favor giving due recognition to professionally trained teachers.

7. That all county examination questions shall be printed at one central office under the direction of

the state school commissioner and sent, under seal, to the clerks of the various boards of school examiners.

8. That school elections should be removed from partisan political domination.

9. That the salary of the state school commissioner should be increased to \$5000 per year.

10. That we recommend a minimum salary of \$40 a month, with a minimum term of eight months per year, and that the deficit in tuition funds after a school district has taxed itself 12 mills, should be paid from the state treasury.

11. That compensation be provided for members of township boards of education in a sum not to exceed \$2 a meeting for not to exceed 12 meetings a year.

12. That mandatory county supervision is a matter of vital necessity to the rural schools of Ohio, and we recommend the same, but in view of existing conditions, we are in favor of submitting its presentation to the state legislature to the judgment of the legislative committee of the Ohio State Teachers' Association and Commissioner of common schools.

13. That we are strongly in favor of the present township organization requiring five members of the board of education selected at large and hereby record our protest against any legislation that will cause a return to the former plan.

**SUCCESSFUL APPLICANTS FOR STATE CERTIFICATES.**

High School: C. E. Carey, Warren; C. R. Coblenz, Campbells-town; J. M. Davis, Williamsport; Edgar Ervin, Letart Falls; U. M. McCaughey, Akron; F. E. Ostrander, Warren; L. Ross, Springfield; A. H. Rummel, Flushing; D. J. Schurr, London; F. E. Wilson, Continental.

Common School: R. J. Albe, Rootstown; W. H. Angel, Dennison; E. E. Atwell, Bremen; L. W. Bedford, Fitchville; F. P. Blose, Tremont City; D. O. Brelsfjord, St. Paris; A. W. Breyley, Wadsworth; C. O. Castle, Swanton; J. C. Chenot, Louisville; J. L. Clifton, Homer; W. McK. Coultrap, Troy; J. H. Diebel, Greenwich; S. C. Dulbin, Cadiz; H. G. Drinkwater, Melmore; H. L. Eby Ada; A. W. Elliott, Millersburg; J. H. Finley, Antwerp; J. A. Greenlach, Convoy; W. T. Hatcher, West Hope; C. F. Hill, Belle Center; A. A. Hoover, Union City, Ind.; O. C. Jackson, Nelsonville; E. M. Jeffreys, Middletown; G. M. Johnston, Bellevue, Pa.; F. T. Jones, Cleveland; G. J. Keinath, Ottawa; M. Kindler, Carroll; C. C. Kohl, Mechanicsburg; G. C. Kreglow, Ada; A. F. Lantzer, New Washington; M. M. Leiter, Lewisburg; H. M. Lowe, Nevada; J. D. Lower, Bakersville; G. W. Lutz, Langsville; R. M. Marlow, New Concord; S. T. McArtor, Fultonham; C. J. O'Farrell, Corning; T. G. Pasco,

North Fairfield; J. N. Pinkerman, Jelloway; J. E. Ring, Martins Ferry; F. D. Ring, Mt. Pleasant; E. F. Robison, Garrettsville; C. D. Steiner, Pandora; W. B. Simcox, Richfield; F. P. Timmons, Conover; O. J. Witte, West Chester; Ida M. Baldwin, Dayton; Elberta Bigler, Lockland; Clara V. Bingham, Lima; Helen A. Burns, Dayton; Nellie L. Campbell, East Liverpool; Stella Converse, Shelby; Mary O. Conrath, Wapakoneta; Mary Fitzgerald, Excello; Ollie F. Kieffer, Wooster; Frances Moeris, Waynesville.

**CENTRAL OHIO SCHOOLMASTERS' CLUB.**

The annual open-house meeting of this club occurred at the Hartman, Columbus, O., December 27, when one hundred and six men sat down to the dinner, arranged by Supt. J. W. Mackinnon and Prin. C. D. Everett. The club has every reason for gratification that such a representative body of school men were brought together upon this occasion. Old friendships were renewed, and new ones formed, that will become golden links in the chain of events as the years go on. After the dinner, toasts were responded to by Supt. J. W. Carr, Dayton; President Heckert, Wittenberg; Supt. John K. Baxter, Canton; Supt. Wm. McK. Vance, Miamisburg; Dr. D. R. Major, Columbus; Dr. C. C. Miller, Lima; C. T. McCoy, Lancaster; Supt. E.

B. Cox, Xenia, and Dr. N. H. Chaney, Youngstown. The meeting was a great success and was a pleasant feature of the week's programme. The following were present:

Wm. McClain, J. V. McMillan, C. S. Barrett, E. P. Childs, R. O. Austin, T. Otto Williams, C. L. Boyer, C. P. Jones, J. D. Simkins, L. E. York, F. P. Geiger, C. L. Martzloff, Arthur Powell, W. F. Whitlock, T. J. Sanders, Lewis Bookwalter, A. G. Bookwalter, H. B. Williams, W. McK. Vance, R. E. Rayman, E. B. Cox, W. J. White, J. P. Sharkey, E. D. Lyon, C. L. Van Cleve, R. T. Stevenson, L. W. MacKinnon, F. H. Warren, J. T. Tuttle, E. P. West, M. Jay Flannery, T. C. Madden, J. W. Carr, H. L. Frank, J. G. Leland, J. S. Alan, H. H. Phillip, R. L. Short, F. M. Churchill, S. J. Wolfe, C. T. McCoy, E. A. Jones, Oscar Chrisman, N. H. Chaney, O. T. Corson, G. W. Knight, C. C. Kohl, H. S. Piatt, J. H. Rowland, E. E. Powell, J. V. Denney, Herbert Osborn, Seth Hayes, S. McCoy, J. P. Cummins, Darrell Joyce, D. J. Schurr, L. C. Dick, J. K. Baxter, G. K. Lyons, W. C. Faust, J. A. Harlor, J. A. Shawan, F. B. Pearson, W. O. Thompson, C. D. Everett, L. D. Bonebrake, J. W. MacKinnon, A. M. Dodderer, H. A. Stokes, L. B. Demorest, H. R. McVay, C. C. Miller, P. L. Clark, I. N. Keyser, John S. Weaver, E. L. Mendenhall, J. O. Creager, H. A.

Cassidy, H. C. Minnich, F. P. Bachman, D. R. Major, W. C. Whitney, W. F. Pierce, W. M. Townsend, S. P. Humphrey, S. K. Mardis, H. G. Williams, S. D. Shankland, Chas. Hauptert, W. W. Boyd, J. H. Snyder, J. E. Ring, C. A. Krout, K. G. Thompson, J. A. Bownocker, C. P. Parkhurst, C. G. Heckert, W. H. Siebert, W. H. Rice, J. W. Zeller, M. E. Hard, F. E. Reynolds, E. E. Richards, G. O. Higley, Wm. McPherson, J. P. West.

#### STATE EXAMINATION QUESTIONS.

##### READING.

1. Define reading and name several methods of teaching the subject. 2. Explain somewhat in detail the method of teaching reading which you prefer and give reasons. 3. At what stage in learning to read should the pupil learn the letters of the alphabet? Reason. 4. Show the relation, if any exists, between learning to read and learning to spell. 5. Define accent and emphasis. 6. Name the essential elements of good reading. 7. Show the value to the pupil of using a good text-book in reading.

##### ORTHOGRAPHY.

1. Define aspirate and name one exception to the definition. 2. What are mutes? Give them. 3. State briefly the defects of the English alphabet. 4. Name and make the diacritical marks. 5. Give the substitutes for long E with an example of each. 6-10. Spell correctly and define: 1, bogus; 2, buldoz; 3, rumpuss; 4, finawle; 5, dood; 6, toboggen; 7, tete-e-tete; 8, qizz; 9, protege; 10, muggwump.

##### PHYSIOLOGY.

1. Define physiology and hygiene. 2. Define systole and diastole. 3. How does blood coagulate? Purpose of coagulation? 4. Describe the general plan of digestion. 5. Describe the skin as to structure and use. 6. Name the bones

of the lower limbs. 7. Define vitreous humor, villus, varicose veins, trichinae, trachea, tissue, synovia, sternum, ileum and chyle. 8. Show the importance of proper ventilation in a school room. How ventilate a school room properly?

#### SCIENTIFIC TEMPERANCE.

1. State the substance of the Ohio law concerning teaching the effects of narcotics in the public schools; in teachers' institutes. 2. Define stimulant, narcotic, and delirium tremens. 3. Do you approve of the use of charts to show the effects of alcohol on the various organs of the body? Why? 4. Is alcohol a food? A poison? 5. What is your method of teaching this subject? 6. Discuss briefly the effects of the use of alcoholic drinks and cigarettes upon character. 7. What lessons should we draw from the attitude of railroads towards the use of alcoholic drinks by their employees?

#### ZOOLOGY.

1. Name two American and three European zoologists with the work upon which the fame of each rests. 2. Define zoology and name its related sciences. 3. Define structural and comparative zoology. 4. Define series, subkingdom, class, order, family, genus, species, individual. 5. Under what four heads may all essential manifestations of animal life be classed? 6. Classify: man, cow, whale, opossum and sponge. 7. Name a marsupial found in Ohio.

#### MUSIC.

1. Why should music be a part of the public school curriculum? What importance attaches to the kind of songs taught? 2. Why teach rote songs? How do you teach them? How long do you continue their use? What is a monotone? How should they be treated? 4. Should pupils be taught to sing the names of the letters on the staff? Why? 5. Write the chromatic scale in the key of B flat. 6. Give your method of procedure in the first primary grade. 7-10. Will be given orally.

#### LOGIC.

1. Write in proper form a syllogism of which the following is the conclusion: This man is trustworthy. 2.

State what is meant by reasoning by analogy and give an illustration. Show why this kind of reasoning is not always valid. 3. State the rules for correct definition. Give examples of violations of these rules. 4. What is a fallacy? Write a list of the most important formal fallacies. 5. Define and illustrate the laws of identity, contradiction, excluded middle and sufficient reason.

#### BOOK-KEEPING.

1. Define book-keeping, day-book, cash-book, journal and ledger. 2. Show the difference between the single and double entry book-keeping. 3. Write a statement, a receipt, a promissory note and a time draft. 4. Define invoice, acceptance and bill of lading. 5. Rule sheets for a complete set of double entry books. 6. Railroad bonds bought at  $87\frac{1}{2}$  bearing 7% interest yield what per cent. income to the purchaser? 7. Require the cost of a 60-day draft for \$3,000, exchange being  $1\frac{1}{2}$ % premium and interest 6 per cent.

#### UNITED STATES HISTORY.

1. What important voyages and discoveries were made by the Northmen before Columbus? When? 2. What were the trade relations between Europe and Asia before the days of Columbus? 3. Name two famous geographers whose work influenced Columbus and led to much valuable knowledge. 4. Who was Mercator? What is "Mercator's Projection"? Illustrate with drawing. 5. Name points of difference in construction between the ocean vessels of Columbus and those of to-day. 6. What was the great work of Raleigh? When? Where? 7. Who was Virginia Dare? Andrew Rowen? John Hay? Caesar Rodney? John Singleton Copley? 8. Give a detailed account of the great work of George Rogers Clark. 9. Trace the wonderful journey of Lewis and Clarke in the discovery of the "Oregon Country." 10. Name the presidents who have met a tragic death, with a short account of the circumstances of each death. In what way have these tragic events affected history? 11. Give a short review of the world's great events of the past year. 12. Name the date of the admission of Ohio into the Union; Columbus as capital of the state; the World's Fair at Chicago; "The Monroe Doctrine";

death of Alexander Hamilton; the great debate between Webster and Hayne; inauguration of the next president of the United States; the administration of President Jefferson; the purchase of Alaska and the death of General Custer. What great Indian chief of the old "school" is still living? Name two famous Indian schools of to-day.

### GEOMETRY.

1. Demonstrate: 1a the triangle C A B the bisector of the angle C makes with the perpendicular from C to A B an angle equal to half the difference of the angles A and B. 2. Demonstrate: The perimeter of an inscribed equilateral triangle is equal to half the perimeter of the circumscribed equilateral triangle. 3. In a triangle A B C, draw D E parallel to the base B C, cutting the sides of the triangle in D and E, so that D E shall equal  $D B + E C$ . 4. Demonstrate: If two circles touch each other, their common tangent is a mean proportional between their diameters. 5. Demonstrate: In an inscribed quadrilateral, the product of the diagonals is equal to the sum of the products of the opposite sides. 6. Demonstrate: The area of an inscribed regular octagon is equal to that of a rectangle whose sides are equal to the sides of the inscribed and the circumscribed squares. 7. Two pyramids standing on the same plane are 14 feet high. The first has for a base a square measuring 9 feet on a side; the second a hexagon measuring 7 feet on a side. Find the areas of the sections made by a plane parallel to their bases and 6 feet from their vertices. 8. In each of two right circular cylinders the diameter is equal to the height. The volume of one is  $\frac{3}{4}$  that of the other. What is the ratio of their heights?

### HISTORY OF EDUCATION.

1. Discuss the caste system of Egypt. What were the essentials of the Egyptian system of education? 2. Give a brief account of the history of Mohammedanism, including their plan of education. What was the general condition of education during the middle ages? Reasons. 3. A brief account of Luther's pedagogy. 4. Name the two great educational works of Comenius, and give the essentials of his teaching. 5. What did Milton contribute to educational progress and scholarship? 6. Write a short personal sketch of Pestalozzi. Give an account of his author-

ship. Name his great principles and discuss his influence. 7. In what way has Froebel supplemented the principles of Pestalozzi? 8. Name six prominent principles that stand forth in Christ's work as a teacher. What is the famous saying of Rousseau in regard to Christ? 9. When and where were the first Christian schools established? What were the so-called seven liberal arts of the Benedictines? Give a short account of the great educational work of the Benedictines, naming the great teachers which their system produced. 10. What are the features to be commended in the present Ohio school code? What changes and amendments would you suggest in the school laws of Ohio?

### POLITICAL ECONOMY.

1. Define production and name the factors and conditions of successful production. 2. How are wages determined? What are the advantages of profit-sharing? 3. Name the economic institutions that grew out of trades and commerce. Show how one of them originated. 4. Show how the government in the United States regulates competition. 5. State the advantages and disadvantages of the division of labor. 6. Define money. State the evils of inflation; of contraction. What is bimetalism? 7. Define socialism, anarchism and tax. How do the socialists account for wealth? 8. Classify public revenue. What is the justification of taxation? 9. What is the basis of rent? Define capital and tell how capital arises.

### SCIENCE OF EDUCATION.

1. Name Dr. White's "Trinity of Principles." Also his "Trinity of Ends." 2. What is the scientific value to the teacher of "Child Study"? What writer is the leader on the subject of "Child Study"? How may this subject be overdone by the teacher? 3. How may you test your process? Is it necessary to test your work, however successful you may think it to be? 4. Give two or three strong illustrations of the way in which the skillful teacher may make knowledge, already known, clearer. How did Pestalozzi render his teaching so forceful and clear to the pupil? 5. To what extent does clearness of view enter into the work of the skillful, successful teacher? Do you believe a subject can be taught as well without as with a text? Examples. 6. Why

should the question fit the pupil? Write a question fitted for the Senior class of your High School, and the same question fitted, or worded, for a boy in the fifth year. 7. Give the arguments in favor of and against semi-annual promotions. What is your preference in the matter? What do you understand by the so-called "busy work" so often used by teachers in primary grades? Is it worthy? 8. What plans do you employ to correct errors in speaking, and in writing? At what age do you begin to teach pupils the accurate use of language? Name the best methods in teaching the alphabet. 9. What text have you read upon the subject of Science of Education? What is the so-called "Spiral Theory"? How is power developed by activity? 10. Is it possible for a pupil to know a statement, and not know the fact stated? Illustrate clearly. What is the teacher's duty in such a case? 11. Name the powers of the mind. Write a good definition of memory. Discuss imagination as a factor in education, both on the part of the pupil and the teacher.

#### GENERAL HISTORY.

1. Into what periods is this subject usually divided? What is your preference in this matter? Make your own division of the subject, stating the ground covered by each, with reasons. 2. Discuss Egyptian art. Greek art. Roman art. 3. Name the three great philosophers of Greece, giving in brief an outline of the philosophical teachings of any one of them. 4. Describe Grecian styles of architecture. What is the most precious legacy left us by the Greeks? 5. Brief account of the first Christian emperor of Rome. 6. Discuss the rise of the papal power in Europe. 7. Name Creasey's fifteen decisive battles of the world. Name the greatest land and the greatest naval battle of the Russo-Japanese war. 8. The feudal system—its value, and its legacy to the 20th century. 9. Name the Tudors. The Stuarts. The Romanoffs. What English monarch was driven from his throne? What king of Europe has just lost half his domain? 10. What authorities have you read on general history? What ones do you recommend? What is the tendency, toward the empire, or the commonwealth? Name a great authority in architecture, painting, music, oratory and the drama.

#### THEORY AND PRACTICE.

1. Explain the inductive method of teaching, and show how it should be applied in teaching primary geography. 2. Distinguish between training and instruction. Which is the more important in the training for life? 3. Name the most helpful book on teaching which you have read, and state how it helped you. 4. Give two reasons why much attention should be given to the formation of habit. 5. Give two objections to keeping pupils after school to learn poorly prepared lessons. 6. What is the place of compulsion in school discipline? 7. State five provisions of the compulsory attendance law. 8. "No impression without expression." Show that expression is a necessary part of school work, and name the forms that it may take. 9. Define departmental teaching. Explain the leading features of the "Batavia system." 10. Name three prominent educators connected with the development of the common schools in the United States, and give a summary of the work of each.

#### BOTANY.

1. Name and define the parts of a typical flower. 2. What is the origin of weeds? How do plants protect themselves? 3. Name and describe three flowerless plants. 4. Define venation, name the different kinds of venation and show the relation of venation to the shape of leaves. 5. Explain the importance of veneration. What are dormant buds and adventitious buds? 6. Describe the process of circulation and respiration in plants. 7. Explain the fertilization of a flower; of a fern. 8. Name four plants which have been of most use to man. Tell the original home of each and the species, genus and order of each. 9. Make a drawing of a cross-section of the trunk of a tree, name the parts and state the function of each.

#### PHYSICS.

1. Name the sources of heat and state the laws of radiation of heat. Define conduction and convection. 2. Define microphone, dynamo, ohm and ampere. Make drawings and explain wireless telegraphy. State the theory of electricity. 3. Define diatonic scale. State the laws of the vibration of strings. Show the difference between the movable pulley and the fixed pulley in construction and power. 4. Distinguish



clearly the terms, density, volume, mass, and weight. State the properties of light. Give the theory of light. 5. State the laws of falling bodies. A body is thrown upwards with a velocity of 96 feet per second; how long will it ascend? How far will it go upward?

### GEOGRAPHY.

1. Define standard time. When it is 12 o'clock noon by standard time in New York City, what is the time by standard time in (a) St. Louis, (b) San Francisco? 2. Give the location of each of the following cities in Ohio: Akron, Delaware, Findlay, Zanesville, Hamilton. State an important fact concerning each city mentioned. 3. What cultivated plants and domesticated animals has North America supplied? 4. Name three important east and west railway lines in Ohio, and trace each through the state. 5. Describe each of the following: Dardanelles, Giant's Causeway, St. Gothard Tunnel. 6. Name the Latin countries of Europe. Why are they so called? What is the prevailing religion in them? Give the capital of each. 7. Describe Norway, touching on (a) resources, (b) cities, (c) government. 8. Make a sketch map of European Russia, with principal rivers and cities, and locate Lapland, Finland and Poland. 9. Tell how to read a weather map. 10. Name two standard works on methods of teaching geography.

### PSYCHOLOGY.

1. State what is meant by the law of habit. Discuss the psychological importance of habit and give directions to be observed in forming a habit. 2. Define judgment and show how it differs from reasoning. Mention three essentials to an accurate judgment. 3. As you are walking along the street you notice that it is raining and raise your umbrella; give the physiologic and the psychologic process involved. 4. Define each of the following: Association of ideas, imagination, abstraction, unconscious cerebration, apperception. 5. Explain psychologically (a) how we are able to estimate distance by means of sight, (b) why we are able to walk without being conscious of the act. 6. Mention studies that are especially adapted to the development of (a) the feelings, (b) the imagination, (c) judgment. 7. Outline a train of associated ideas suggested to you by the word storm, and explain the order of

these ideas by reference to the laws of association. Show why this particular train of ideas is suggested to you rather than any other. 8. State specifically the value of a knowledge of psychology to the teacher.

### RHETORIC.

1. Write original sentences illustrating the following: Periodic sentence, balanced sentence, alliteration, metonymy. 2. Define iambic tetrameter, dactylic hexameter. Write and scan a line of poetry illustrating each. 3. Give the climax of a play of Shakespeare and explain in detail why you consider this the climax. 4. Define diction. Name and define the most important qualities of good diction. 5. How are sentences classified rhetorically? What rule should govern in the use of the different kinds of sentences? 6. State the rhetorical defect each of the following sentences: (a) He found some apples on the tree which he ate. (b) On all sides and in every direction we were completely surrounded by the woods. (c) The voyage of life is an isthmus between two eternities. 7. Define unity and show how it may be secured in (a) the sentence, (b) the paragraph, (c) the essay. 8. State the difference between description and narration. Mention some ways in which narration is aided by description.

### ENGLISH GRAMMAR.

1. Define inflection. Name the parts of speech inflected and show how they are inflected. 2. Name and distinguish the classes of adverbs. 3. Define idiom. Give three examples of clearly idiomatic English. 4. Define mode. Name the modes and illustrate in sentences. What mode has been omitted from the later grammar and why? 5. Analyze the following:

A chill no coat, however stout,  
Of homespun stuff could quite keep out,  
A hard, dull bitterness of cold,  
That checked mid-vein, the circling race  
Of life-blood in the sharpened face,

The coming of the snow-storm told.  
—Whittier.

6. Explain and illustrate the different uses of what and that. 7. What are verbals? Name the verbals and tell their uses. 8. How are words classified according to their formations? Define each class. Give a list of the principal English suffixes in forming abstract nouns; in forming diminutives.

9. To sit on rocks, to muse o'er flood and fell,  
To slowly trace the forest's shady scene,  
Where things that own not man's dominion dwell,  
And mortal foot hath ne'er or rarely been;  
To climb the trackless mountain all unseen,  
With the wild flock that never needs a fold;  
Alone o'er steeps and foaming falls to lean;—  
This is not solitude; 'tis but to hold  
Converse with nature's charms, and view her stores unrolled.

— *Byron.*

- (a) Point out the infinitives in the foregoing. (b) Parse the relative pronouns. (c) Parse "where," "alone" and "but."

#### GEOLOGY.

1. Name five common rocks and give their composition. 2. Tell all you can of the ice age in Ohio. 3. Explain volcanoes and caves. 4. How have plants helped in the formation of the surface of the earth? 5. Define mineral. Name the most valuable mineral products of Ohio and tell in what counties they are found. 6. Account for the difference in the surface of northwestern Ohio and southeastern Ohio. 7. Classify rocks as to their origin and give examples. 8. State the theories concerning the origin of coal. Name the different kinds of coal and explain the cause of the difference.

#### ASTRONOMY.

1. Distinguish between the sidereal day and the solar day. Explain what is meant by the equation of time. 2. Describe a method by which an observer may find his latitude at sea. 3. Compare the Ptolemaic and the Copernican systems of astronomy. 4. Give the location of the zodiac and mention in order its signs. 5. State the cause of twilight. Explain why twilight toward the poles lasts longer than twilight at the equator. 6. Define parallax. Distinguish between horizontal parallax and annual parallax. 7. Explain by the aid of a diagram the phenomenon of the harvest moon. 8. Mention the conditions necessary for a total eclipse of the moon. 9. Describe a scientific method of determining the physical constitution

of a star. 10. Describe the construction and explain the operation of the sextant.

#### LITERATURE.

1. Alexander Pope. Life, works, influence. 2. Shakespeare's non-dramatic poems. His great tragedies. Where is Shakespeare buried? What two great English actors are buried in Westminster Abbey? 3. Name the great English historians of the 19th century. May the works of a historian be regarded as literature? 4. Robert Browning. His greatest works, and an analysis of any one of them. 5. Oliver Wendell Holmes. A sketch. Quote "The Chambered Nautilus," and show how you would teach it to a class in literature. 6. Name the seven greatest American poets. Give a brief sketch of your favorite American poet. 7. What important political office did John Milton hold? With what credit to himself did he perform the duties of that office? Name his four greatest shorter poems. 8. Define literature. Poetry. Classify prose. Classify poetry. To which class does Goldsmith's "Deserted Village" belong? "Rock of Ages"? What is the essential element of a lyric? Of a drama? 9. What is meant by unity in the drama? What is meant by style? Name the qualities of style. Examples of each quality. What may be said of Irving's style? What is his greatest work? What is Kipling's style? 10. Who wrote "The Cricket on the Hearth"? "The Cotter's Saturday Night"? "The Widow and her Son"? "The Gold-Bug"? "Song of the Chattanooga"? "Rock of Ages"? "The Autocrat of the Breakfast Table"? Quote Shakespeare, Burns, Longfellow and Kipling.

#### ALGEBRA.

1. Factor:  
(1)  $m^2n - n^2m$ .  
(2)  $289x^2 - y^2n$ .  
(3)  $4x^2 + 12xy - 9c^2 + 9y^2$ .  
(4)  $81x^4 - 64x^2y^2 + 4y^4$ .
2. Find H. C. D.:  
(1)  $x^4 + 5x^3 + 6x^2, x^3 + 3x^2 + 3x + 2$ , and  $3x^2 + 8x^2 + 5x + 2$ .  
(2)  $3x^2 - x^2 - 2x - 16$  and  $2x^2 - 2x^2 - 3x - 2$ .
3. Find L. C. M.:  
(1)  $1 - x + x^2, 1 + x + x^2$ , and  $1 + x^2 + x^4$ .  
(2)  $a^4 + 2a^3 - 2a^2 - 2a + 1$ , and  $a^4 - 1$ .

4. Simplify:

$$\frac{1}{a(a-b)(a-c)} + \frac{1}{b(b-a)(b-c)} + \frac{1}{c(c-a)(c-b)}$$

5. A railway train, after traveling an hour, is detained 30 minutes. It then proceeds at 6-5 of its former rate, and arrives 10 minutes late. If the detention had occurred 12 miles further on the train would have arrived 4 minutes later than it did. At what rate did the train travel before the detention, and what was the whole distance traveled?

6. A gives B and C as much as each of them has; B gives to A and C as much as each of them then has; and C gives to A and B as much as each of them then has, after which each has \$8. How much had each at first? 7. Find the values of:

$$(1) \left( \frac{9x^4}{25y^3} \right)^{-\frac{1}{2}} \quad (2) (9c^{-\frac{1}{2}})^{-\frac{2}{3}}$$

8. Extract square root of:

$$(1) x + 2x^{\frac{1}{2}} + 3x^{\frac{1}{4}} + 2x^{\frac{1}{8}} + 1.$$

Extract cube root of:

$$(2) \frac{1}{8}x^3 - \frac{3}{4}x^2y^{\frac{1}{2}} + 6xy - 8y^{\frac{3}{2}}.$$

$$\left. \begin{array}{l} 9. \begin{array}{l} x^2 - y^2 = 56 \\ x - y = 16 \\ xy = \end{array} \end{array} \right\} \text{Find } x \text{ and } y.$$

10. Thirty flower pots are arranged in a straight line four feet apart. How far must a lady travel who, after watering each plant singly, returns to a well four feet from the first flower pot, and in a line with the plants?

ARITHMETIC.

1. If the dividend were multiplied by 4, and the divisor divided by 2, the quotient would be 40; what is the quotient? 2. If 5/6 of A's money equals 5/7 of B's, then 5/6 of B's is what part of A's? 3. At what time of day does 1/4 of the time past 9 o'clock a. m., equal the time to midnight? 4. Simplify:

$$\left( \frac{6\frac{1}{2} \times 2.4}{3.8} - \frac{.4}{\frac{1}{2}} \times \frac{4.73}{\frac{1}{2}} + \frac{1.612}{\frac{1}{2}} \right) + \frac{6\frac{1}{2} + 10.4}{6\frac{1}{2} - 4\frac{1}{2}}$$

5. I owed \$800 due in one year, but paid \$200 in 4 months, and 200 more 4 months later. Two years from the original date, I paid the balance with interest at 4 1/2 per cent. from the equitable date; how much did I pay? 6. A millstone is 4 feet in diameter; how far will a point two feet from the center have traveled when the stone has turned 100 times? 7. A horse and cart

were sold for \$5.00 more than their cost, the horse at a gain of 15 per cent., and the cart at a loss of 20 per cent.; find the cost of each, if the horse cost twice as much as the cart. 8. A milkman poured a pint of water into a gallon of milk, and then drew off a quart of the mixture; what per cent of the water did he draw off?

TRIGONOMETRY.

1. Prove the theorem of the sines. 2. From the fundamental formulas reduce the formula:

$$\tan \frac{1}{2}(A+B) = \frac{a+b}{a-b}$$

3. Define the cosine, cotangent and cosecant of an angle, and prove that these ratios remain unchanged so long as the angle is the same. Find the value of these ratios for an angle of 45°. 4. Prove the formulas:

$$(1) \sin A = \sqrt{1 - \cos^2 A}.$$

$$(2) \cos A = \frac{1}{\sqrt{1 + \tan^2 A}}.$$

If  $\sec A = \sqrt{2}$ , find  $\tan A$ . 5. Prove that  $\cos(A+B) = \cos A \cos B - \sin A \sin B$  and

$$\frac{\cos(A+B+C)}{\sin A \sin B \sin C} = \frac{\cot A \cot B \cot C - \cot A - \cot B - \cot C}{\cot A \cot B \cot C - \cot A - \cot B - \cot C}.$$

6. Show that  $\cos^2 A \tan^2 A + \sin^2 A \cot^2 A = 1$ . 7. What is meant by the circular measure of an angle? How is the number of degrees in an angle found from its circular measure? How many degrees are in the unit of circular measure?

CIVIL GOVERNMENT.

1. Make lists of powers (1) delegated to the national government; (2) denied to it; (3) prohibited to the states; (4) what powers would you classify as concurrent? 2. Is it accurate to say that the national government has "more powers" than the states? That it is "stronger" than the states? 3. What were the admirable features of the ordinance of 1787? 4. What were the chief points discussed in the president's last annual message? 5. What have been some of the most important treaties entered into on the part of the United States? How is a treaty made? 6. Should the president be elected by a direct popular vote? Give arguments *pro* and *con*. 7. What special

problem was connected with the location of the capitol? How was it settled? 8. Who are some of the best known representatives and senators in Congress? For what reasons is each noted?

### LATIN.

1. Translate into good English: Is ita cum Cæsare egit: Si pacem populus Romanus cum Helvetiis faceret, in eam partem ituros atque ibi futuros Helvetios, ubi eos Cæsar constituisset atque esse voluisset; sin bello persequi perseveraret, reminisceretur et veteris incommodi populi Romani et pristinae virtutis Helvetiorum. Quod improvise unum pagum adortus esset, cum ii, qui flumen transissent, suis auxilium ferre non possent, ne ob eam rem aut suae magnopere virtuti tribueret aut ipsos despiceret. Se ita a patribus majoribusque suis didicisse, ut magis virtute quam dolo contenderent, aut insidiis niterentur. Quare ne committeret, ut is locus, ubi constitissent, ex calamitate populi Romani et internecione exercitus nomen caperet aut memoriam proderet. 2. Give construction of *faceret*, *reminisceretur*, *virtutis*, *caperet*, as used above. 3. Classify the subjunctives in the above quotation. 4. Translate: O dea, si prima repetens ab origine pergam

Et vacet annalis nostrorum audire laborum

Ante diem clauso componet Vesper Olympo.

Nos Troia antiqua, si vestras forte per auris

Troiae nomen iit, diversa per aequora vectos

Forte sua Libycis tempestas appulit oris.

5. Give principal parts and construction of the verbs in the above selection.

6. Give an outline of Cicero's works. Quote in Latin from Cicero's works and translate your quotation. 7. Translate:

Facturusne operae pretium sim, si a primordio urbis res populi Romani perscripserim, nec satis scio, nec, si sciam, dicere ausim, quippe qui cum veterem tum vulgatam esse rem videam, dum novi semper scriptores aut in rebus certius aliquid adlaturos se aut scribendi arte rudem vetustatem superaturos credunt. From what author?

### CHEMISTRY.

1. Define valence, atomic weight, radical, filtrate, reaction. 2. Describe

the preparation of carbon dioxide by the action of an acid on a carbonate and write the reaction. 3. Describe a laboratory experiment illustrating destructive distillation. 4. Write the formula of phosphoric acid, blue vitriol, caustic potash, copperas, gypsum. 5. State the physical and chemical properties of sodium. Mention three important compounds of sodium. 6. Mention two great natural sources of CO<sub>2</sub>. Explain why the percentage of CO<sub>2</sub> in the air remains nearly uniform. 7. Describe an experiment showing the value of H<sub>2</sub>S as a reducing agent. State the property of H<sub>2</sub>S to which its value as a reducing agent is due. 8. Describe the process of extracting iron from one of its oxides by means of the blast-furnace.

### UNIFORM QUESTIONS.

#### GRAMMAR.

When all is done, human life is, at the greatest and the best, but like a forward child, that must be played with and humored a little till it falls asleep, and then the care is over. — *Sir William Temple*.

1. Classify all the adverbs in the above sentence. 2. Parse best, like, quiet, to keep, and Sir. 3. Distinguish between coordinate and subordinate connectives, and mention all the subordinate connectives in the selection quoted above. 4. How many pronominal uses has the word "what"? Illustrate each. In what pronominal forms is the English language deficient? 5. Define participle. How is the participle used in each of the sentences given below? (a) The wail of the dying drowned the victor's shouts. (b) The trees stand firmly rooted in the soil. (c) And students loitering on the streets took up the joyful cry. 6. How are adjectives regularly compared? Mention three that are irregularly compared? 7. Write sentences containing the following: (a) A noun used independently with a participle. (b) A multiplicative adjective. (c) An infinitive in apposition with a noun. (d) A collective noun. (e) A clause as the object of a preposition. 8. Make a list of conjugational auxiliaries, stating in what modes and tenses they are employed.

#### ARITHMETIC.

1. Change of longitude from 121° 4' east to 122° 15' west indicates what

change in time? 2. A man bought a span of horses, a harness and a carriage for \$320; if he paid one and one-half times as much for the carriage as for a horse and twice as much for a horse as for the harness, how much did he pay for the carriage? 3. How much must I invest in D. & H. Canal Co. R. R. stock at 142, brokerage  $\frac{1}{4}\%$ , to secure an income of \$1,600, if the stock pays a dividend of 10%? 4. How many board feet are there in a stick of timber 28 feet by 16 inches by 14 inches? 5. What is a negotiable note? What is meant by protesting a note? 6. Find the cost of a carpet  $\frac{3}{4}$  of a yard wide, at \$1.625 per yard, for a room  $19\frac{1}{2}$  feet long and  $13\frac{1}{2}$  feet wide, if the strips run lengthwise, and there is a waste of  $\frac{1}{4}$  of a yard on each strip in matching the pattern. 7. Trade discounts of 20%, 10% and 3% are equivalent to what single discount on the list price? 8. In a cistern 10 feet by 6 feet, the water measured 4 feet deep; how many gallons had been drawn when it measured 2 feet 9 inches deep? 9. Define multiple, discount, composite number. 10. Write three numbers, each greater than 40, one of them prime and two composite, that are prime to each other.

#### THEORY AND PRACTICE.

(Applicants will take the first group of five questions and either the second or third group of five.)

1. What preparation have you made for the work of teaching? 2. From the following terms, select three and define them: Apperception, intuition, ethics, correlation, synthesis. 3. Name three educational reformers and state one educational principle advocated by each. 4. What directions would you give pupils with regard to home study? Give reasons. 5. Name three educational periodicals. With which are you the most familiar? Why should a teacher subscribe for at least one?

("Our Schools, Their Administration and Supervision."—*Chancellor.*)

1. Explain how it is true that the state is fundamentally the maker of the school. 2. Show how a statutory tax rate for the support of schools may work a hardship toward certain communities. What does Chancellor suggest as a suitable plan for obtaining school funds which are to be raised without state aid? 3. What should be the nature of the principal's

relations toward the parents of pupils, his teachers, the superintendent? 4. What is the ideal size for boards of education in cities of less than 20,000 inhabitants? Mention four classes of persons who make undesirable school board members. 5. In what particulars of school management and routine may the teacher legitimately receive the assistance of the principal?

("The Method of the Recitation."—*McMurry.*)

1. Following McMurry's inductive method outline a geography lesson upon the city of New Orleans. 2. What are particular notions? General notions? What are psychical notions? Logical notions? 3. Distinguish between percept and concept.

4. The name of the Man in the Iron Mask;

The incident of Washington and the cherry tree;

The date of the battle of Manila Bay;

Franklin flying his kite.

From the above apparent trivialities select those that have a real instructive value, and elucidate one of them in such a way as to show wherein that value lies. 5. Mention three ways in which an individual is well equipped who possesses carefully developed generalizations.

#### ORTHOGRAPHY.

1. Define primary accent; secondary accent. 2. Locate all the accents in the following words: Violin, privateer, hospital, accede, stoicism. 3. What is a prefix? Define the following words in such a way as to make clear the meaning of the prefix contained in each: Peninsula, monologue, withdraw, surcharge, epidermis. 4. Give the meaning of the following abbreviations: Ad lib., C. H., LL. D., Ult., MSS. 5. Spell correctly each of the following words: Hideous, anchorage, iniquitous, sphinx, seizing, caricature, Nicaragua, guttural, scion, symmetry, icicle, homicide, ecstasy, fallible, logarithm, caterpillar, abstinence, ado, synecdoche, hearse.

#### GEOGRAPHY.

1. Along what lines is latitude measured? Where are degrees of latitude and longitude practically equal? 2. Locate the Hawaiian Islands. Name three important products of the Philippine Islands. 3. What natural conditions fa-

vor the growth of a commercial city; a manufacturing city? Illustrate in each case by giving two examples outside of Ohio. 4. What is a relief map? Could one be used with profit in the study of the physical geography of Ohio? 5. Mention six cities of more than 100,000 inhabitants, situated on the Great Lakes; four on the Mississippi River. 6. Define tundras, alfalfa, llama, steppes, estuary. 7. Name a section of the United States where farmers are particularly troubled from lack of rainfall, river overflows, worn-out soil, swamp lands, stony surface. 8. What countries join Switzerland? Name and locate the capital of each of these countries? 9. Name in order from west to east five indentations of the southern coast of Asia. 10. What and where is each of the following: Borneo, Adelaide, Aconcagua, Ebro, Deccan?

#### UNITE DSTATES HISTORY.

1. By what discoverer, under the flag of what nation, was each of the following rivers first explored: St. Lawrence, James, Mississippi, Hudson? 2. Give the geographical limits of the territory granted to the London and Plymouth companies, respectively. Locate the first permanent settlement made within the territory of each company. 3. Give a brief account of the first conflict of arms in the War of the Revolution. 4. How many times was Henry Clay a candidate for the presidency? What principles did he advocate? 5. Who was chosen president of the Confederate States of America? Mention seven of these states; also the names of the three states, remaining in the Union, in which secessionist feeling was strongest. 6. Classify all the territorial acquisitions of the United States since the adoption of the constitution. 7. Mention three sources of state revenue. Mention three purposes for which national revenue is collected. 8. What different presidents have sought especially to influence legislation concerning (a) depositories for government funds; (b) civil service; (c) tariff; (d) restraints upon trusts?

#### PHYSIOLOGY.

1. Locate the following bones and give special uses of each: Radius, parietal, clavicle, sacrum and patella. What provision is made to secure, in

the bones, strength, elasticity, lightness? 2. Name the layers of the skin, and state how they differ in composition. Mention two kinds of glands found in the skin, with the purpose of each. 3. Give three diseases of the respiratory organs, and in each case name the part affected. To what physical defect is each of the following due: Astigmatism, "rickets"? How do you account for albinos? 4. What class of foods is digested by the saliva? By the gastric juice? Discuss the relative nutritive value of eggs, fat meat, milk. 5. Describe the portal circulation? 6. Which is the more highly developed, a brain comparatively smooth, or one deeply convoluted? Why? Give the functions of each of the following: Gray matter of the brain, cranial arteries, cerebellum. 7. Describe the structure of a tooth. 8. Define cilia, cochlea, chyme, cornea, chronic alcoholism, cartilage.

#### LITERATURE.

1. Give the characteristics of an epic poem. Name three great epics, together with their authors. 2. Locate a character in fiction which typifies humility, piety, avarice, shrewdness, bravery. 3. Make a suitable list of English classics for the grammar school to (a) encourage love of nature; (b) inculcate patriotism; (c) illustrate perfection of literary form. 4. Select one English and one American statesman who have contributed worthily to some field of literature, and discuss briefly the work of each. 5. Discuss culmination and catastrophe of any one of the following plays of Shakespeare: Julius Cæsar, Hamlet, Macbeth, King Lear. 6. Summarize the period of American literature from the Revolution to the Civil War in the following branches: (a) poetry, (b) fiction. 7. Of what phase or phases of American life did Whittier chiefly write? Mention three of his longer poems; two of his shorter poems. 8. Name (a) an American satire; (b) an English ballad; (c) a French novel; (d) a German drama. 9. Set forth briefly the theme in one of the following poems: Thanatopsis, The Vision of Sir Launfal, Old Ironsides. 10. Name a representative work of each of the authors mentioned below: Theodore Roosevelt, Robert Louis Stevenson, John Fiske, Mrs. Humphrey Ward, Oliver Wendell Holmes.

FINDLAY, OHIO, Nov. 24, 1905.

REDPATH LYCEUM BUREAU,  
Columbus, Ohio,

Gentlemen :—

Prof. Edward Amherst Ott delivered one of the most inspiring, helpful and eloquent lectures ever delivered in our city. We have had all the great men of the American platform and Mr. Ott measures up with the best of them.

Not an adverse criticism has been heard. I wish that his "Sour Grapes" might be heard in all the land.

This is unsolicited and I mean all I say. I have been a member of the committee for eighteen years.

Very truly,  
J. W. ZELLAR,  
Superintendent Findlay Public Schools.

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CRESTLINE, OHIO, Dec. 8, 1905.

Dear Mr. Harrison :

Edward Amherst Ott was with us last night, and we were "with him." The universal verdict is that "Sour Grapes" is the best lecture ever heard in Crestline. His plain, forcible statements of our duties to posterity were clothed in the most delicate language conceivable. His bursts of oratory charmed and his humor amused.

The people seem much pleased with the attractions thus far and are patronizing them splendidly.

Very truly,  
H. D. CLARKE,  
Superintendent Crestline Public Schools.



**Edward Amherst Ott**

Lecturer, Author, Teacher.

... FOR ...

**COMMENCEMENT ADDRESSES**

WRITE

**Redpath Lyceum Bureau,**  
Columbus, Ohio.

**HARRY P. HARRISON,** Manager Ohio Department.

... TOPICS ...

**Sour Grapes, or Heredity and Marriage**

**The Haunted House**

**The Spenders**

Read on other side of this leaf the opinion of two prominent Ohio school men.



# THE OHIO EDUCATIONAL MONTHLY

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## LINCOLN, THE MAN OF THE HOUR.

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When the Norn-Mother saw the Whirlwind Hour  
Threatening and darkening as it hurried on,  
She left the Heaven of Heroes and came down  
To make a man to meet the mortal need.  
She took the tried clay of the common road —  
Clay warm yet with the genial heart of earth,  
Dashed through it all a strain of prophecy;  
Then mixed a laughter with the serious stuff.  
It was a stuff to hold against the world,  
A man to match our mountains, and compel  
The stars to look our way and honor us.

The color of the ground was in him, the red earth;  
The tang and odor of the primal things;  
The rectitude and patience of the rocks;  
The gladness of the wind that shakes the corn;  
The courage of the bird that dares the sea;  
The justice of the rain that loves all leaves;  
The pity of the snow that hides all scars;  
The loving kindness of the wayside well;  
The tolerance and equity of light  
That gives as freely to the shrinking weed  
As to the great oak flaring to the wind —  
To the grave's low hill as to the Matterhorn  
That shoulders out the sky.

And so he came.  
 From prairie cabin up to Capitol,  
 One fair Ideal led our Chieftain on.  
 Forevermore he burned to do his deed  
 With the fine stroke and gesture of a king.  
 He built the rail-pile as he built the State,  
 Pouring his splendid strength through every blow,  
 The conscience of him testing every stroke,  
 To make his deed the measure of a man.

So came the captain with the mighty heart;  
 And when the step of earthquake shook the house,  
 Wrenching the rafters from their ancient hold,  
 He held the ridgepole up, and spiked again  
 The rafters of the Home. He held his place —  
 Held the long purpose like a growing Tree —  
 Held on through blame and faltered not at praise.  
 And when he fell in whirlwind, he went down  
 As when a kingly cedar green with boughs  
 Goes down with a great shout upon the hills,  
 And leaves a lonesome place against the sky.

— *Edwin Markham.*

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## NEW STANDARD OF PREPARATION FOR ELEMENTARY TEACHERS.

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BY DR. FRANK P. BACHMAN, NORMAL COLLEGE, ATHENS.

Standard in Prussia. — The highest conception held by any nation of the world of what constitutes a proper preparation for elementary school work is that of Prussia. The preparation required, not in theory but in practice of elementary teachers in Prussia, when translated into American equivalents, is quite equal in time to the period required to complete a full course in the best Ohio

colleges, and it is equal in quality to about two and a half or three years of academic college work, and to about one and a half or two years of professional study. In other words it is about equivalent to the courses leading to the Teacher's Diploma in such schools as the School of Education of the University of Chicago and Teachers' College, Columbia University.

Standard in the United States. — There is at present no generally accepted statement of what the preparation of elementary teachers ought to be. So far as this has taken form it might be stated thus: No one ought to teach in the elementary school who has not the attainment presupposed in the possession of a high school diploma and who has not in addition the scholarship, culture and interest gained from two years' study in a normal school or school of equivalent standard and purpose. The highest standard of preparation for elementary teachers as yet generally advocated in the United States may then be formulated thus: High school graduation plus two years of special academic and professional training.

It must be understood, however, that this is the highest standard generally advocated in theory and in nowise marks the actual academic and professional preparation of those now engaged in elementary school work. Indeed not even our oldest and best states educationally, such for example as Massachusetts, Connecticut, New York, California, can boast of more than 25 per cent. of their elementary teachers as having such a preparation, while in states like Ohio it is doubtful whether even 10 per cent. of the teachers in the elementary schools have a preparation equal to high school graduation plus two years of special academic and professional preparation.

And worse still, high school graduation plus two years of special academic and professional preparation is not only not the standard of preparation that marks the attainments of these actually engaged in teaching in the elementary school, but it is not even the standard of preparation as held in theory by any considerable number of states, at least as their standard is reflected in the courses of state normal schools and city training schools. The average standard of preparation for elementary teachers as reflected in state normal school courses is from three to four years' work above the grades, a few states like Massachusetts, Connecticut, New York, California and Ohio require two of academic and professional study beyond that of the high school, while the average course in the city training schools of the country is one year in length, with here and there a city like New York, Cleveland, San Francisco, extending the course two years beyond the high school. Chicago, I believe, is the only city of the country that has as yet extended the course of its training school to three years, thus demanding high school graduation and three years of special academic and professional training as a preparation for teaching in her elementary school. This, I believe, is the highest actual standard yet set in the United States for the preparation of the regular teachers of the elementary schools. For it must be remem-

bered that those teachers who have taken a three or four-year course in some of our better normal schools or teachers' colleges have as a rule not passed into the regular work of the elementary school, but because of their special preparation have become supervisors of elementary school work in cities or critic teachers in normal and training schools. So I repeat the standard of preparation for regular work in elementary schools as fixed by the three-year course of the Chicago Training Schools is perhaps the highest standard of preparation for elementary teachers ever raised in America.

The New Standard. It remained for Cincinnati, however, to raise a new standard of preparation for the regular work of the elementary schools higher than any ever before raised in this country and one quite equal to if not somewhat beyond that held by Prussia. It is no mere flourish of rhetoric to say that Cincinnati has raised in the United States and given to the world a new standard of preparation for elementary teachers.

The new standard is embodied on the one hand in the course of study for elementary teachers as prescribed by the College for Teachers of the University of Cincinnati. This College for Teachers was lately organized under the joint management of the Board of Directors of the University and the Board of Education of the city of Cincinnati. From the point of view of the Board of

Education of Cincinnati, the College for Teachers of the University is the training school of the city and has as its special aim and purpose to prepare teachers for all grades of school work as found in the school system of Cincinnati. The course of study designed to prepare teachers for the regular work of the grades presupposes high school graduation and extends over four years. In this course is included academic work of both a general and special character, and it includes professional work in psychology, child study, history of education, principles of education, special methods in English, history, geography, etc., and observation and practice teaching. This course leads to a Bachelor's degree in Education and fulfills the requirements to admission to the preferred list of appointment in the schools of Cincinnati.

On the other hand this new standard of preparation is reflected in the rules regulating the appointment of teachers to positions in the elementary schools of Cincinnati, and in the attitude of the school officials of the city toward the appointment of those who have completed the course for elementary teachers as prescribed by the College for Teachers of the University of Cincinnati, or who have completed a similar course in a school of equal rank. These regulations are as follows: "For elementary grade teachers, candidates will be placed on a pre-

ferred list who are graduates of a recognized university, providing that they have taken there or elsewhere a complete pedagogical course, and providing that they have received an average of 80 on their teacher's certificate, and providing also that they have shown, by four months' or more of teaching as cadets or otherwise, that they have the personal characteristics that give entirely satisfactory promise of their becoming successful teachers. Practice in training school may be accepted as experience in part. If candidates fail in any of these provisions, they will be arranged in a second list in the order of their merit. Candidates for appointment shall be selected in order of their rank from the first list and when the first list is exhausted, from the second list, in order of their rank." As suggested above, the course for elementary teachers as prescribed by the College for Teachers of the University of Cincinnati—the city training school, is designed to meet the requirements for this preferred list and the graduates of the College for Teachers are thus prepared to pass directly into the elementary schools of the city and are thus given preference in appointment.

The new standard of preparation for elementary teachers as reflected in the course of study of the College for Teachers of the University of Cincinnati and in the qualifications for admission to the preferred list of appointment to positions in the ele-

mentary schools of the city may then be formulated thus: High school graduation plus four years of special academic and professional preparation.

Comparison. — If this standard of preparation be compared with that of Prussia from the point of view of time, it will be found to entail an outlay of two additional years in preparation. If compared with American students, it will be found to entail two more years than necessary to fulfill the highest American standards as generally advocated and one more year than required by the new regulation of Chicago. If compared from point of view of actual attainment involved the difference especially in comparison with the Prussian standard is not as great. However that may be, from whatever point of view compared the standard of preparation raised at Cincinnati is equal to if not the highest ever set for the preparation required of teachers entering upon the regular work of the elementary schools.

Conclusions. — In thus raising a new standard of preparation for the regular work of the elementary schools: high school graduation plus four years of special academic and professional training, the Board of Education of Cincinnati and Supt. Frank B. Dyer have not only done a service for Cincinnati, but a service for Ohio and for the nation. This new standard of preparation will not only give to Cincinnati in

time a body of teachers splendidly equipped for their work and enabled by virtue of their preparation to raise the schools of the city to the highest level of efficiency, but this new standard of preparation will also open the mind of every thoughtful man and woman to what constitutes a requisite preparation

for the work of the elementary school and cannot help but be a factor in educating the people to an appreciation of the paramount necessity of a thorough academic and professional preparation as prerequisite to the work of teaching in the elementary school.

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## LITERATURE — LONGFELLOW.

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BY GAIL E. CRAMER, OSTRANDER.

In its general meaning, Literature comprises all the written and printed productions of the mind; but in its highest sense *only* such productions as are elevated and vigorous in thought, refined and graceful in style, artistic in finish and construction and which by their power and beauty quicken and liberalize the mind and purify the affections.

Literature exists in two forms; Poetry and Prose. Poetry is beautiful thought of metrical and artistic form, expressed in rhythmical and melodious language. Prose is the ordinary form of speech or writing, without rhyme or meter.

To love the best literature is to possess the truest and most imperishable of earthly riches. Such a love gives to our pupils what they most need. It creates and sustains high and beautiful ideals of human life, gives them the choicest companions, and truest friends, and en-

larges their mental and spiritual horizon. It enables them to keep their keen appreciation, sweet trustfulness and beautiful simplicity of childhood, while it multiplies both their powers of usefulness and sources of happiness.

We, as teachers, should keep constantly in mind that the life-giving power of noble literature is what the young most need. All facts *about* an author and his works are of minor importance and should only be used to lead to an appreciation of his choicest writings and his noblest traits of character.

As our best writers have gleaned their finest thoughts and illustrations as well as caught their noblest inspiration from its pages so that the beauties of our literature are lost to one who is not familiar with the Book of Books, we must give the Bible a place as a literary work. "We hear the echoes of its speech

everywhere; and the music of its familiar phrases haunt all the fields and groves of our fine literature."

Literature should bring our pupils noble ideals. We must avoid speaking of the personal deformities or failings of an author. Hold before our pupils what is beautiful and noble. A beautiful poem or a piece of noble prose is a work of art. We have no more right to mar it than to mar a beautiful statue or a fine painting. Do not ask pupils to change poetry to prose. Read or have some pupil read some fine production to the school. Let the pupils enjoy the beauty, drink in the sentiments, and carry the music and the melody in their hearts to enrich and beautify their lives.

Prof. David Swing's tribute to literature is too beautiful to be omitted: "Literature proper is the gallery of spiritual ideals. There we meet Antigone and Hypatia and Evangeline; there we meet all the dream faces that ever stood before the soul of a genius; and there we meet such blessed realities as Christ himself."

It is to the great literature, the literature of power, the supreme books, the masterpieces, loved by our youth and studied in both schools and homes that we must look for the ennobling and spiritualizing forces in education.

Because of the pure noble lives of American authors as well as the high moral tone of their writings, American literature is specially

helpful and inspiring to the young. In a plea for "American Classics" in our schools, Horace E. Scudder says: "It is from the men and women bred on American soil, that the fittest words come for the spiritual enrichment of the American youth. I believe heartily in the advantage of enlarging one's horizon by taking in other climes and other ages, but first let us make sure of the great expansive power which lies close at hand. I am sure there never was a time or country when national education, under the guidance of national art and thought, was so possible as in America to-day. . . . Think for a moment of that great, silent, resistless power for good that might at this moment be lifting the youth of our country were the reading hours in school expended upon the undying, life-giving books! Think of the substantial growth of a generous Americanism were the boys and girls fed from the fresh springs of American Literature."

John Bright, the great English statesman, advised the young people of England to study the writings of American authors and said in conversation with a well-known American, "I read your poets in preference to ours, not because they are greater poets, but because they are greater citizens. Your Bryant, your Longfellow, your Lowell, your Whittier, take part in the common life of the nation and are all better poets because they are completer men."

Let us look into the life of one of the greatest and see if we wonder why John Bright thinks as he does.

"'Ah! gentlest soul! how gracious,  
how benign  
Breathes through our troubled life  
that voice of thine,  
Filled with a sweetness, born of  
happier spheres,  
That wins and warms, that kindles,  
softens, cheers,  
That calms the wildest woe and  
stays the bitterest tears!'"

These beautiful and tender words of praise to Henry Wadsworth Longfellow by Dr. Holmes seem to touch the moral and musical heart-strings of the American people. They "awaken the better angels of our nature" like old songs of childhood. Few of us who have learned to love Longfellow through his beautiful poems, ever saw the face of this "gentlest soul" or were ever gladdened by hearing that voice, "filled with a sweetness," "that wins and warms, that kindles, softens, cheers," yet have not all our hearts been made more sympathetic as we followed the sorrowful and gentle Evangeline? Even now we can call to memory that beautiful tribute to woman's constancy:

"Ye who believe in affection that hopes and endures and is patient,

"Ye who believe in the beauty and strength of woman's devotion," and those choice lines so full of moonlight beauty,

"Silently, one by one in the infinite meadows of heaven,  
Blossomed the lovely stars, the forgotten-me-nots of the angels."

Have we not been made more noble and more true by walking with the learned John Alden and the true Priscilla, as they walked across the field and through the woods or as they watched Mayflower's masts disappear behind the expanse of water? Do not Priscilla's womanly words filled with sincerity linger with us?

"Let us then, be what we are, and speak what we think, and in all things

Keep ourselves loyal to truth and the sacred professions of friendship."

Are our hearts not thrilled, and filled with a deeper love for our country as we read that "sunburst of patriotism, the superb apostrophe to the Union," as someone has called it at the close of "The Building of the Ship?"

"Thou, too, sail on, Oh! Ship of State!

Sail on Oh Union, strong and great!  
Humanity, with all its fears  
With all its hopes of future years,  
Is hanging breathless on thy fate."

"The Builders," "The Ladder of St. Augustine," and "Excelsior" appeal to the manly virtues of self-reliance and heroic endeavor. "The Bridge," "Hiawatha," "Nature" and



many other poems are full of that tenderness and beauty, surpassed by but few others. "A Psalm of Life" touches the heroic chord of our nature, breathes new courage into our hearts and sustains our faltering purposes. "The Arrow" and "The Song" stir the noblest instincts of our nature, inspire to beautiful and noble deeds, for the sweet song is "found again in the heart of a friend," and

"Whene'er a noble deed is wrought,  
Whene'er is spoken a noble thought,  
Our hearts in glad surprise  
To higher levels rise."

"'The Village Blacksmith' and 'God's Acre,'" E. P. Whipple, our critic and essayist says, "have a rough grandeur, and 'Maidenbrook' and 'Endymion,' a soft, sweet, mystical charm which advantageously display his range of powers. Perhaps 'Maidenhood' is the most finely poetical of all his poems."

Nothing of its kind can be more exquisitely beautiful than this delicate creation. It appears like the utterance of a dream,

"Like the swell of some sweet tune,  
Morning rises into noon,  
May glides onward into June."

Of his life, I shall say but little, as you are all acquainted with this "silver-haired minstrel." He was born in Portland, Maine, February 27, 1807. Of his childhood home

and its precious companionships, he tells us in his poem, "My Lost Youth,"

"I can see the breezy dome of  
groves,  
The shadows of Deering's Woods,  
And the friendships old and early  
loves

Come back with a Sabbath sound as  
if of doves

In quiet neighborhoods,  
And the verse of that sweet old  
song:

A boy's will is the wind's will,  
And the thoughts of youth are long,  
long thoughts."

He graduated from Bowdoin, spent four years in travel and study of Europe. Two years after his return he married Mary Storer Potter. They were deeply devoted to each other. He was elected to the chair of Modern Languages in Harvard, sailed again for Europe in 1835 accompanied by his wife and two of her lady friends. On this tour Mrs. Longfellow took sick and died at Rotterdam on the 29th of November. This was Mr. Longfellow's first great sorrow and in that beautiful and tender poem, "Footsteps of Angels," he has embalmed the memory of this young wife, the "Being Beauteous," who whispered to him with her dying breath, "I will be with you and watch over you."

He was married again, this time to Frances Appleton, whose father purchased for them the historic old

mansion, the Craigie House, which was once Washington's headquarters, and of this fact he speaks thus:

"Once, ah! once within these walls,  
One whom memory oft recalls,  
The father of his country dwelt. . . .  
Up and down these echoing stairs,  
Heavy with the weight of cares  
Sounded his majestic tread;  
Yes, within this very room,  
Sat he in those hours of gloom,  
Weary both in heart and head."

Here is his pen, where he laid it down, where he had written that last poem:

"Out of the shadows of the night  
The world rolls into light;  
It is daybreak everywhere."

How fitting that these words full of hope and cheer and the sound of victory, should close the last song of this gentle singer, who has brought so much sunshine and sweetness into earthly hearts and homes! How beautiful is an old age like this! Lowell's sweet prayer for his neighbor and friend was answered:

"Long days be his and each as lusty  
sweet,  
As gracious nature finds his song to  
be;

May age steal on with softly cadenced feet,  
Falling in music as for him  
Whose choicest verse were harsher  
toned than he."

In the early spring when the woodland songsters were caroling their first sweet songs, Henry Wadsworth Longfellow vanished from among our earthly singers and went, "to join the choir invisible." His body, beautiful even in death, was borne by loving hands to Mt. Auburn and laid by the side of that of his companion whom he had mourned for more than twenty years. Truly his passing from earth seemed like the "ceasing of exquisite music" and is eloquently described by his friend and fellow poet, E. C. Stedman: "I can see him, the silver-haired minstrel, touching melodious keys and singing in the twilight, within the sound of the roll of the sea. There he lingers late; the curfew bell has tolled and the darkness closes round till at last that tender voice is silent and he softly moves unto his rest."

"Hushed now the sweet consoling  
tongue  
Of him whose lyre the Muses  
strung,  
His last low swan song has been  
sung."

## LINCOLN'S GETTYSBURG SPEECH.

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Four score and seven years ago, our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow this ground. The brave men, living and dead, who struggled here, have con-

secrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, and for the people, shall not perish from the earth.

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## PRIMARY READING.

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BY CORINTHA WHIPPLE, M'CONNELSVILLE.

The subject assigned me is old—so old that there seems to be little, if anything, to be said or written that has not been expressed many times. We are taught that "There is no new thing under the sun." This is presumably true of this as of other subjects. And yet this is a subject that is ever new, ever inter-

esting. Every time the school-room opens its doors for the first time to the little bundle of possibilities awaiting entrance, this subject becomes new. For is it not the most important subject in our school curriculum, as it is the means of opening the doors to all avenues of thought and investigation? And so-

as the child enters school, the thought must be with the teacher, how shall I teach him to read, so that he can accomplish the most in the shortest time.

But as our first interest is the child and not the subject, let us for a moment turn our gaze upon him. Here he is before us, a wondering, inquiring little being reaching out after stray bits of information, and fitting them into that which he has already acquired. At the age of six, he enters school with some familiarity with human speech and some facility in using it, and some control over the larger muscles. This practically exhausts his voluntary acquirements. All other activities are instinctively or reflexively responsive to environment.

The school must make much of the child's present attainments, particularly of his one chief accomplishment, his power of speech.

The teacher must study the child to find out what are the points of contact with his inner life to the outer world around him; in a word — what are his interests in life? These we will find in the home circle, the nature world, and in the world of social activities. These we must reflect in the daily work of his education. Upon these inherent interests of the child we must base our plans of work in order that the impulse to learn comes from within, and the child grows through his self-activity. Our whole success or failure depends

upon our ability to create an interest in the child for the thing to be taught—to instill within him an appetite for learning. Col. Parker says "Primary education consists in the development of the power of attention," and with small children, we cannot have attention without interest.

There is no "Royal Road" to learning to read, and when we think how much simply learning to read involves, we must agree that the child who has been able to read three or four first readers the first year has accomplished much.

In deciding the method to be used to accomplish this end, we count this or that valuable only as it is rightly used as an instrumentality to enable the child to grow through his own activity to a more perfect self-realization. This is true of every branch taught, and no less so of reading. One of the fundamental truths that constitutes our educational creed is that "self-expression is the highest yearning of the human soul, next to the hope of immortality," and self-expression leads to self-realization. We have said that the child's chief accomplishment on entering school is the power of speech. It is but a few years since we began to think that the absorbing of knowledge is not the chief interest and aim of education. The better conception is that only so far as a child can express himself in word or deed, is he educated. We teach a child to

read to aid him in the art of expression.

Sarah Brooks says, "Learning to read involves all methods known to man, and cannot be accomplished by any one alone." I have found in my own experience that a combined method makes better readers than any one alone. A *good* method enables the child to get the thought of the sentence rapidly and so be able to express it properly. It does away with reading a word at a time in a monotone. It enables him to recognize instantly any word he has had as sight word, and further gives him a key to the language whereby he can work out, or sound out for himself any new word he may meet. This we believe can be best accomplished by combining the word, sentence and phonetic methods, with, perhaps, the emphasis on the last named. This seems to be the most rational method, and we should utilize each for that part of the work to which it is particularly adapted. The phonetic method, introduced by easy stages during the ascendancy of the word and sentence method, finally becomes the principal means of growth and progress. Its proper use develops greater power, while it supplies the key previously spoken of.

I presume each one here who is interested in this subject, is quite familiar with the ways and means of conducting this work, and very successful in bringing about the de-

sired results, but as we say to the children, we will "play" that they are not and proceed to notice this method as put into practice.

Let me say before proceeding farther with the subject, that even at the age of six, all children are not ready to be taught to read, but as more primary teachers have not the time to combine kindergarten with primary work, we must attempt to start all together. We become discouraged and think John dull, but finally there comes a day (we know the very day) when he is ready to be taught to read. How do we know? I cannot tell. Perhaps intuitively, but we know. Then there is occasionally a child that is sound blind, and with these we meet our greatest difficulty. But finally with much patience and long suffering, even these can be made to see. But we are speaking to-day of the *average* child.

The first few lessons may be purely conversational, so that the child may lose all feeling of restraint, and be able to express himself, freely and naturally. But in this, which is called the children's age, the danger is not so much that the child will not be willing to talk as that you will not be able to guide his expressions in the line that you wish to follow.

From the very beginning we carry on the teaching of phonograms simultaneously with that of the sight or stock words and sentences. F will be the first phonogram

taught, because its sound can be prolonged for ear study, and blends easily with words that are to follow. During all this work, interest must be kept at white heat.

In teaching the sound represented by *f*, you might show the class the picture of an angry cat; let the children tell you why they think he feels cross. They will notice that his ears are laid back; that the teeth show; that the sharp claws are out, and not drawn back in the soft cushions. Let the children talk to you about these characteristics. Then tell them that when a cat is cross it says *ff*, or lead them to tell you this. Make the character, and let the children repeat the sound a number of times. Then let them make the letter on the board or follow with grains of corn or shoe pegs the outline of the letter you have made on their desks with chalk.

Following *f*, will be *d*, *m*, *r*, *s*, *h*, *w*, *n*, *p*, *t*, *b*, *v*, *l*, *z*, *k*, *j*, *g*, *sh*, *ch*, *wh*, *th* and *th*. Tell a pleasant story to bring out each new sound as taught and thus fix it in the minds of the children. Tell them a story of Tommy who went to visit his grandpa in the country. You can find something on the farm that will greatly interest the children, that can make each sound you want to teach. How he saw the cow, standing by the gate, waiting for her breakfast and calling *m*; how the goose frightened him by putting out her long neck and going *th*.

They will be much interested in *w* and *h* trying to blow out the candle, and when they blew together *wh*, out went the candle, and they will not forget the sound. Make a drawing of each animal or object talked of. It may be crude, but one cannot afford to let her self-pride hinder her from making use of this most valuable aid. The children may tell you, as one little girl did her teacher after she had drawn a cat on the board, that it looked like a go-cart, but they will soon become used to your manner of drawing and enjoy it. Drill frequently on each new sound taught. Don't confuse the minds of the children with diacritical marks; a little later in the work we will teach the long and short sounds of the vowels. Teach that *aye* and *ai* = *ā*; *ea* = *ē*; *igh* = *ī*, etc., and thus avoid the confusion of silent letters.

At the same time this work is going on, but at different periods in the day, sight or stock words and sentences are being taught. While we will draw largely from the child's own interest and experience for this material, we must use the words that will be found in the reader that will first be used, so that all the words of, probably the first half of the book will have been taught before the child takes up the printed form. This list will also include the words to be used in the blend work. The class will, in a very brief time, be able to read short sentences as rapidly as you

can write them on the board. For, of course, the blackboard will be used in preference to chart or book. The blackboard has so many advantages over any other appliance for this work. The children are much more interested in reading what they see you write. Then you can lead them to give you sentences which the chalk will afterwards say to them, and you can write sentences about the things in which they are interested, and that counts for much.

Then there is much better chance for variety in repeating a word or sentence to fix it in the minds of the children. *I see* is easily taught. Now, your drawing will be of service again. Draw quickly in outline a chair, an apple, a box, etc. Then it will read *I see an apple; I see a chair; I see a box. I have*, and many like expressions can be used in the same way. Always use script on the board. The transition from script to print is so easily made, that it does not need especial mention. It may be necessary for a few lessons to use the printed form under the written, or to show them again the written form when the word does not seem familiar.

It is very essential in beginning the work, that the words taught be quite frequently reviewed. This should be made as attractive as possible, so that the children will not weary of the work. Many ways will present themselves. The children always enjoy the old scheme

of climbing the ladder. Write the words on the rounds and see who can climb up and come back without falling. As Christmas draws near they will enjoy a tree on the board with presents which they can take off almost as much as a "really" tree. Another plan they enjoy is to go fishing, using the pointer as the fishing rod, and seeing how many fish one can catch. Children always enjoy taking the pointer and being the teacher.

Very early in the work, the word building will begin, and this can be made as interesting as any game you can introduce; you will have in your stock words, many such words as *an, at, ill ate*, etc. From these we can build, *fair, fat, fill, ran, rat, rill*. After the sound of *s* has been taught we can teach at one stroke the plural forms of all nouns taught. A three months class will have had about eighty stock words with a long list that has been built from these helpers.

While this work is going on the child's vocabulary is being increased and his manner of expression improved by ear familiarity with literature gained through stories told by the teacher, and by gems of poetry memorized. The story should have a very important place in the early education of the child, but space will not admit a discussion of it here. From the beginning we must have a constant care for increasing accurate and distinct

pronunciation and ever better voice modulation.

In discussing this subject, time has made it necessary for me to confine myself to the very first steps in reading and to speak of these in the briefest possible way, omitting much that should be said in a thorough discussion.

In closing let me quote these lines for the comfort and encouragement of the primary teachers present: "He who helps a child helps humanity with a distinctiveness, with an immediateness, which no other help given to human creatures in any other stage of their human life can possibly give again."

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## FIFTH GRADE — ARITHMETIC.

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BY FANNY FERNE THRAILKILL, MT. VERNON.

"The best workmen are those who visualize the whole of what they propose to do before they take a tool in their hands."

All who teach arithmetic should strive for accuracy, speed, neatness. To attain the first have frequent accuracy tests. These should be easier and shorter than regular lessons, and no grade but 100 given. It is not necessary to have each child re-work an entire lesson — work over only those examples that are wrong.

After a certain degree of accuracy has been reached, work for speed. Have time tests. Children should be trained to do a certain amount of work within an allotted time. The teacher must exercise judgment in these tests. Give such work as will inspire confidence, for children are easily discouraged in arithmetic. Increase the hard points by degrees. In both of these tests

insist upon neatness. Never accept inferior work — hold the child responsible for the *best* that *he* can do. "The work of a pupil should tally with his capacity."

The arithmetic lesson should be carefully planned — especially the oral work, the drill part. The teacher must know in advance the difficult points and be prepared to make them. Make haste slowly. "Skill is acquired by thought and practice." The drills must not be allowed to become wearisome. **Keep** the work alive. There must be change. "Monotony is the greatest enemy a teacher has to deal with."

If children are thoroughly taught notation, numeration, the tables with all sorts of combinations — in short the fundamentals, they have a good foundation for the work of the Fifth Grade. There is no reason, however, why the fraction work and the denominate number



work should be left wholly to this grade. By using small numbers these can be developed in the lower grades. It is a help to the teacher of the Fifth Grade to have children familiar with the terms of addition, subtraction, etc. Then such problems as the following can easily be solved, What is the product of the sum and the difference of  $4\frac{1}{2}$  and  $6\frac{1}{2}$ ?

The teacher of this grade should take a glance into the work below her as well as into the work in advance. The former is helpful in the early part of the year, when trying to find a common level, and, as a guide in preparing reviews. By the latter, the points that should be emphasized, as a preparation for the next grade are made clearer. This investigation also aids in making promotions, in determining whether a doubtful child can carry the work of next grade.

If Walsh's Arithmetic is not used in the schools a desk copy will be of great value to the teacher. Examples where the naught occurs often cause much trouble in notation, numeration and division. Give such examples as, Multiply fifteen thousand eighty by six thousand ninety. Occasionally write the answers to the problems involving the fundamentals in words. In long division the children should divide readily and accurately by such numbers as 69, 78, 87, 98, etc. Give many examples with missing terms, as

$$\begin{array}{r} ? \\ 38\frac{1}{2} \end{array}$$

$$\begin{array}{r} 75\frac{1}{2} \\ ? \end{array}$$

$$\begin{array}{r} 56\frac{1}{2} \\ 15\frac{1}{2} \end{array}$$

In all arithmetic work use as few lines and figures as possible

$$\begin{array}{r} 1500 \times 380 \\ 380 \end{array} \quad \begin{array}{r} 146 \times 31 \\ 438 \end{array} \quad \begin{array}{r} 42 \\ \times 6\frac{1}{2} \end{array} \quad \begin{array}{r} 56\frac{1}{2} \\ \times 9 \end{array}$$

$$\begin{array}{r} 120 \\ 45 \end{array}$$

$$\begin{array}{r} 4526 \end{array}$$

$$\begin{array}{r} 36 \end{array}$$

$$\begin{array}{r} 5\frac{1}{2} \end{array}$$

$$\begin{array}{r} 252 \end{array}$$

$$\begin{array}{r} 504 \end{array}$$

$$\begin{array}{r} 570000 \end{array}$$

$$\begin{array}{r} 288 \end{array}$$

$$\begin{array}{r} 509\frac{1}{2} \end{array}$$

The foot rule, yard stick, measures and scales should be used. Draw lines of various lengths — have children estimate the length. Have them draw lines of given length, as 17 in., 27 in.,  $1\frac{1}{4}$  yd., etc. Estimate measurements in the room.

The thought problems should be emphasized. Children must be able to grasp the conditions of a problem. These problems should be practical. It is a good plan to have children make original problems. And as Walsh says, "See that they are original." Some one has said that people read a great deal more than they used to — there is more to read — but they think less. The teacher of arithmetic can do much to overcome this tendency.

Stress should be placed upon approximations. The child should be taught to give "reasonable" answers. The Short Methods must not be overlooked. Keep in mind the thought, if this should be the

last year in school for these boys and girls are they gaining power enough to help them in their future struggles.

Guard against copying. Some children display wonderful ingenuity in trying to present results that they do not want to work for. By individual blackboard work and by forming two classes this evil can in a measure be overcome. The difficulty of doing individual work when the class is large can be remedied by having two classes. The classes can work different lessons. Put stress on the work of one class one day, and on that of the other at another time. Concert work should be avoided, for this brings out the two 1's — Leaders and Laggards.

The fraction work of this grade should be done mostly by inspection. Sight cards can be made by the teacher— $5\frac{1}{2}$  by  $7\frac{1}{2}$  makes a good size. Use black Crayola Crayon. Both sides of the card can be used. Such fractions as  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $3\frac{1}{2}$ ,  $5\frac{1}{2}$ ,  $2\frac{1}{2}$ , etc., can be written on these. In such examples as the following children are to give answers as soon as card is exposed to view:  $\frac{1}{2} \times 5$ ;  $\frac{7}{16} \times 32$ ;  $\frac{1}{2} \div 3$ ;  $16\frac{1}{2} \times 19$ ;  $12\frac{1}{2} \pm 5\frac{1}{2}$ . The fractions should be adapted to the work — these are only suggestive. Do not use the cards so often that the children will become familiar with the answers. Many examples in division can be worked without changing the form of the dividend, as  $5 \overline{) 50\frac{1}{2}}$ ,  $3 \overline{) 30\frac{1}{2}}$ .

$8 \overline{) 4\frac{1}{2}}$ ,  $7 \overline{) 15\frac{1}{2}}$ . For work in factoring the sight cards can also be used. Write on the cards such numbers as 20, 32, 40, 56, 80, 72, 46, 39, etc. Give factors in same rapid manner. Interest can be aroused along these lines by having races. The children enjoy matching cards. Write on cards  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ , etc.;  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ , etc. Arrange in a miscellaneous manner along the ledge of the blackboard and have children match them. The least common denominator in addition and subtraction should be given mostly by inspection.

The subject of fractions is most fascinating, for old truths can be presented in many new ways. "The essence of genius is to present old ideas in new ways." The teacher must ever keep in mind that "some move more quickly than others, some more slowly, but all can move." Observation, Work, Love. One word rightly understood contains it all — Work."

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#### FROM WASHINGTON'S FAREWELL ADDRESS.

In looking toward the moment which is intended to terminate the career of my public life, my feelings do not permit me to suspend the deep acknowledgment of that debt of gratitude which I owe to my beloved country, for the many honors it has conferred upon me; still more for the steadfast confidence with which it has supported me; and for the opportunities I

have thence enjoyed in manifesting my inviolable attachment, by services faithful and persevering, though, in usefulness, unequal to my zeal. If benefits have resulted to our country from these services, let it always be remembered to your praise, and as an instructive example in our annals, that, under circumstances in which the passions, agitated in every direction, were liable to mislead, amidst appearances sometimes dubious, vicissitudes of fortune often discouraging—in situations in which not infrequently want of success has countenanced the spirit of criticism, the constancy of your support was the essential prop of the efforts and a guarantee of the plans by which they were effected. Profoundly penetrated with this idea I shall carry it with me to the grave, as a strong incitement to unceasing vows that Heaven may continue to you the choicest tokens of its beneficence—that your union and brotherly affection may be perpetual—that its administration in every department may be stamped with wisdom and virtue—that, in fine, the happiness of the people of these States, under the auspices of liberty, may be made complete, by so careful a preservation and so prudent a use of this blessing as will acquire to them the glory of recommending it to the applause, the affection, and adoption of every nation which is yet a stranger to it.

**A DAY IN THE LIFE OF A SCHOOL  
SUPERINTENDENT IN A  
SMALL CITY.**

By Q. E. D.

Chancellor's "Our Schools," at page 134, gives an account of a typical day in the life of a school superintendent in a small city. Wondering if this were a fair statement, I kept a record of what I did on Nov. 1, and here it is: 8:30 a. m., arrived at office. Arranged for substitute for absent teacher. Conversated with pupil transferred from one building to another to find out why he was absent for three days. Received report of refractory furnace at one of the buildings and directed what to do. Call from representative of Ohio Children's Home Association; made subscription. Discussed change of program with teacher and approved proposed change. Type-wrote an important letter. Directed janitor about repairs to certain school property. Call from mother and 14-year-old boy applying for certificate of age and schooling; after investigation issued certificate. Received telephone report from principal. Read mail and left office for outside work at 10 a. m. Arranged in person for opening a store room for a new school. Visited one recitation in high school. Conducted recitation in another class in high school. Consulted principal in regard to a new teacher; arranged for purchase of supplies at request of prin-

cipal. Directed janitor about arrangement of new school room. Conference with architect at new high school building. Returned to office. 12:15, Dinner. After dinner 10 minutes given to private business. Half hour consultation with Board member on school business. Finished making stencil (for duplicator) of assignment of supplementary reading for all the schools for the year. (Made at odd times during the morning.) Investigated complaint of ill treatment of pupil by principal. Visited ten schools and inspected furnaces with two board members. Returned to office. Telephoned a neighboring town about children entering our schools from there and making inquiries about a teacher about to be employed. Read mail and inspected work of candidate for drawing supervision. Telephoned order for supplies. Ordered supplies needed for commercial department. Two calls from teachers with reference to pupils. An hour's conference with the teacher of English in the high school. 6:00 p. m., supper. After supper an hour with the family. A half hour looking over the daily papers. A half hour's preparation of lesson to be given next day. One hour's study. 10:00 p. m., retired. Not every day has the same duties, but any superintendent will agree that most days are much like the one detailed above.

**REST.**

Let us rest ourselves a bit.  
 Worry?—Wave your hand to it—  
 Kiss your finger tips and smile  
 It farewell a little while.  
 Weary of the weary way  
 We have come from yesterday.  
 Let us fret us not, instead,  
 Of the weary way ahead.  
 Let us pause and catch our breath  
 On the hither side of death,  
 While we see the tender shoots  
 Of the grasses—not the roots.  
 While we yet look down—not up—  
 To seek out the buttercup  
 And the daisies, where they wave  
 O'er the green home of the grave.  
 Let us launch us smoothly on  
 Listless billows of the lawn,  
 And drift out across the main  
 Of our childish dreams again.  
 Voyage off, beneath the trees,  
 O'er the field's enchanted seas,  
 Where the lilies are our sails  
 And our seagulls, nightingales.  
 Where no wilder storms shall beat  
 Than the wind that waves the  
                   wheat,  
 And no tempest burst above  
 The old laughs we used to love.  
 Lost all troubles—gain release,  
 Languor and exceeding peace,  
 Cruising idly o'er the past.  
 Let us rest ourselves a bit,  
 Worry?—Wave your hand to it—  
 Kiss your finger tips and smile  
 It farewell a little while.

—James Whitcomb Riley.

**THE HALL OF FAME.**

Fifteen years ago, a gift of \$250,000 was accepted from an unnamed donor by the council of New York University for the erection on University Heights of a building to be called the "Hall of Fame for Great Americans." The structure was built in the form of a semi-circle connecting two other buildings. Within are 150 panels on which are to be inscribed the names of Americans deemed the greatest in their respective fields.

Fifteen classes of citizens were recommended for consideration, as follows: Authors and editors, business men, educators, inventors, missionaries and explorers, philanthropists and reformers, preachers and theologians, scientists, engineers and architects, lawyers and judges, musicians, painters and sculptors, physicians and surgeons, rulers and statesmen, soldiers and sailors, distinguished men and women outside the above classes. The judges are one hundred in number and are selected by the council of the university. Candidates may be nominated by anybody, but each nomination to be submitted to the judges must be seconded by a member of the university senate, and in all cases 51 votes are required to elect. In 1900, twenty-nine candidates were elected, instead of the fifty with

which it was expected to start. Under the original rules only five names would have been selected this year, but owing to the shortage in 1900 the number possible of election this year was twenty-six. Only eleven, however, were elected as follows: John G. Whittier, James Russell Lowell, William Tecumseh Sherman, John Quincy Adams, James Madison, John Paul Jones, Alexander Hamilton, Louis Agassiz, Mary Lyon, Emma Willard and Maria Mitchell.

In 1910 it will be possible, on account of the shortage in 1900 and 1905 to elect twenty immortals. After that the plan is to elect five every five years until the year 2000, when the panels have been filled.

The twenty-nine first chosen were: George Washington, Abraham Lincoln, Daniel Webster, Benjamin Franklin, Ulysses S. Grant, John Marshall, Thomas Jefferson, Ralph Waldo Emerson, Henry W. Longfellow, Robert Fulton, Washington Irving, Jonathan Edwards, Samuel F. B. Morse, David G. Farragut, Henry Clay, Nathaniel Hawthorne, George Peabody, Robert E. Lee, Peter Cooper, Eli Whitney, John J. Audubon, Horace Mann, Henry Ward Beecher, James Kent, Joseph Story, John Adams, William E. Channing, Gilbert Stuart, Asa Gray.

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SOME one has said that literature represents men in contemplation, while history represents men in action.

\* \* \*

A MODERN writer makes one of his characters speak as follows: "I never worry. When a man worries he goes out considerably more than half the road to meet the devil and insists on dragging him home with him. If I were going to worry I'd first buy me a coffin."

THE boy or the girl who has been "raised a pet" has some pretty hard lessons to learn when essaying the task of teaching.

\* \* \*

TOWNSHIP supervision is having a steady, natural, and healthy growth and public sentiment is looking upon it with favor.

\* \* \*

HEARTY congratulations are extended to all those who recently won the coveted state certificate. They are apostles of progress.

\* \* \*

CARLYLE says that habit is the deepest law of human nature, and all teachers would do well to ponder this view of the case.

\* \* \*

THERE is a tendency on the part of speakers on school themes to indulge in elevated platitudes and hence the pleasure in hearing one who can strike fire.

\* \* \*

THE oracular teacher is quite ready to consign to outer darkness any one who has the temerity to differ from him or question the absolute accuracy of any of his deductions.

\* \* \*

THE school might be better if the teacher were more nearly like the children than if the children were like the teacher, but, of course, you might have difficulty in proving this to the teacher.

IF the boy is kept in after school and forced to write the spelling lesson twenty times, it is just possible he will want to spell poorly as a sort of balm to his wounded feelings. He's a real boy.

\* \* \*

THE cad, the snob, the prig, the milk-sop—these are they who should be stopped at the door of the school-house, even though they hold certificates, and sent into other fields to earn their daily bread.

\* \* \*

A SUPERINTENDENT was casting about for a good teacher for a good position, and visited three schools. One teacher was talking at her pupils, another was talking to her pupils, and the third was talking with her pupils. Which did he select?

\* \* \*

IF teaching is nothing more than merely an unavoidable formality for making a living—however important that is—then it surely falls below the rank of the *high calling* that we so often hear quoted. The best teachers are not trying to see how little they can do for the money they get.

\* \* \*

SUPPOSE that some pupil should elevate you into a study and a standard for himself—should strive to be like you in every respect—thought, action, feeling—and should be anxious to adopt into his life and work just what you are? Would

you feel comfortable or uncomfortable? Would you consider it a compliment or would it be a responsibility? Would you advise for or against the pupil's purpose?

\* \* \*

THE things we really want to see require no spectacles. We see them without external aids. But the things we do not want to see—well, that's a different matter. A mirror that doesn't flatter isn't much of a mirror after all, and should be relegated to the attic.

\* \* \*

IN the death of President Harper, of Chicago University, scholarship has lost one of its brightest stars, education one of its staunchest advocates, and humanity one of its best friends. The rich man's name may be forgotten, but the scholar's never.

\* \* \*

IN this age of action we are constantly translating progress into locomotion, thinking, all the while, of railroad trains, automobiles and the like and, perhaps, using these as illustrations in our classes. It is well to consider, however, that there is progress that does not mean locomotion. Progress often means repose, reflection. The manager of the shop doesn't do the most running hither and thither. He directs, but the locomotion is left to others.

\* \* \*

THE presence in the Legislature of such a goodly number of able

school men will naturally have a wholesome effect in creating and fostering school sentiment. Their presence is *prima facie* and conclusive evidence that the people believe in school men.

\* \* \*

WE once had occasion to ask a very observant Principal how a certain teacher was getting on and his reply was as good as a whole volume. All he said was, "Oh, just sitting there." That told the whole story. Just sitting there! Such a teacher ought to be appointed a member of the standing committee now and then.

\* \* \*

ELSEWHERE in this issue will be found the names of four teachers who are entering upon school work in the grades at East Liverpool. The significant fact about it is that they are all college graduates. Other things being equal, it is evident that the superior advantages of these teachers will redound to the good of the schools.

\* \* \*

A CHIP on a shoulder is not specially ornamental and certainly not very useful. Besides, it is in constant danger of suffering violence at the hand of some boy. It is quite in accord with the law of suggestion for this chip to remind the boy of certain possibilities that had not occurred to him before, and, presto! the chip is the unconscious victim of a violent collision.

IN this great round world of ours there are still a few teachers who continue to mark the fair pages of their school registers to indicate the presence of pupils instead of absence. If the pupil is absent one day in a month they make nineteen unsightly marks instead of one and so do nineteen times the amount of work necessary. If the pupil is present every day he ought to be shown the clean record for the month with no mark on it.

\* \* \*

THERE are county superintendents in Pennsylvania whose salary is much larger than the salary of our State School Commissioner—more's the pity! These county superintendents do not receive too much, but our officials receive too little. Hence, our pleasure in noting that the various associations of school people have passed resolutions asking that the salary of the Ohio State School Commissioner be increased.

\* \* \*

SUPT. E. M. VAN CLEVE, of Steubenville, in his annual report, in commenting upon the spirit of teachers, gives expression to a sentiment that is worthy to be repeated—several times if necessary: "Those who have lost the progressive spirit and continually hark back to the past as good enough, are first to be pitied, then, if possible, inspired to a new view, and if altogether dead, kindly laid away." We



suggest, in addition, the singing of the doxology.

\* \* \*

NICK is just a dog — or, rather, a doggie, for he is but a child in the dog world; but he is full of life for all that. He frisks, cavorts, rolls, tumbles, and feels good generally. He is animation and alertness incarnate. His brain is so active that he responds to suggestions on the instant. We have seen children who were quite as active and alert before they started to school. Then they became dull, and the teacher called them stupid. Are we sacrificing innate vitality upon the altar of "good order?"

\* \* \*

A MAN of large experience in school matters was commenting upon a certain school in Ohio, and, among other things, said: "There is one thing about that school that stamps it as good, and that is the spirit shown by the pupils. They are natural and easy and act just as we should expect them to act if they were invited guests at the home of the teachers. Besides, I noticed that the teachers treat them as guests. That's the right spirit."

\* \* \*

WHAT we are trying to do by means of books, apparatus, and all other school appliances is to wake the child up, to produce in his soul an arousal that will make him alert to all the elements of truth about him, the sky, the earth, with all they

contain, as well as all the combinations that all these things beget. If we do this, then the books have been used to advantage and we have done something worthy.

\* \* \*

ONE of the next items of business before the house is the adoption of books for the Reading Circle, and it is to be hoped that this year there may be neither question nor quibble as to the advisability of adopting but one book in each subject. The other plan is cumbersome, complicated, and expensive to all concerned. We need to have greater simplicity and solidity if the Reading Circle is to do its work in full measure.

\* \* \*

MARK TWAIN tells of a man who took an examination in law and failed, repeating the experience several times. At last he passed and was given a certificate. Some years later the examiner who failed him met him and apologized for so doing, saying that if he had known it would make so little difference he would have passed him at first. The moral of this story is somewhat recondite, so we refer it to Supt. Piatt of Coshocton to make the application.

\* \* \*

A GOOD teachers' agency is a valuable institution and its function is much the same as a clearing-house in the financial world. The agency learns school conditions and learns

also the capabilities and qualities of teachers and is thus able to fill places with the right people within the limits of human possibilities. There has existed some prejudice against agencies, but this is fast disappearing in the light of their helpful work.

\* \* \*

A SLAVISH dependence upon the text-book by the teacher in the recitation does not beget that degree of confidence on the part of the pupils that makes for the highest success. The teacher should know quite as much about the subject in hand as he exacts from the pupils and he certainly expects them to recite independently of the book. Of course, there are subjects that require the presence of the open book, but the general principle holds.

\* \* \*

WE shall do well to call special attention to the character and work of Washington and Lincoln this month, and it would be well to have all pupils in the schools commit to memory some of the choice literature connected with these names. Sometime in their school life all the boys and girls should commit Lincoln's Gettysburg speech, seeing that it is a masterpiece of literature and is instinct with the true patriotic spirit.

\* \* \*

IN his "School Management" Professor Dutton puts the case in this wise: "Both teacher and pu-

pil are members of a social community, whose welfare and happiness are the dominant aims of all the members, where the teacher is loved and respected according as he loves and respects his pupils. An offence is regarded as committed against the community rather than against the teacher, and the offender is treated with such good sense and discrimination as to awaken sincere regret on his part, and to strengthen the bonds of good feeling and high purpose among all the members of the school circle."

\* \* \*

ONE of these days we shall take pen in hand for the purpose of writing an essay on the subject of Instinct. We have been waiting, somewhat impatiently it must be confessed, for some of the great ones to write up this subject, but so far, in vain. It is a subject worthy the most gifted pen, and this pen is not gifted at all — just an ordinary stub pen. So, of course, it cannot do the subject anything like justice. But we do believe there is such a thing as instinct — in spite of the stub pen — even teaching instinct, if you will. Moreover, we believe that this teaching instinct will largely explain success in the school-room, whether in conducting the recitation or in what is commonly called discipline. The teacher who has this instinct knows just what to do in any given case, and without being told, too. But the

one who has not — (Better drop the subject right here).

\* \* \*

THE natural, healthy boy, the boy with good red blood, does not enjoy standing by watching the teacher do his work for him. All he needs is a suggestion and he will attack the work with renewed purpose. One such boy read this problem: "If three-eighths of an acre of land costs forty-eight dollars, what will an acre cost?" Without much consideration he found three-eighths of forty-eight dollars and announced the answer to be eighteen dollars. Then the teacher said quietly and in as few words as possible that she would buy at least an acre. The boy thought a moment, then burst into a hearty laugh at his own mistake and in a trice had solved the problem correctly. The boy solved his own problem and had all the fun because the teacher was wise.

\* \* \*

LET it be spoken in accents as mild as the voice of the cooing dove that no whispering zephyrs may hear and bear beyond state lines, but the fact is that there are teachers in Ohio who draw their salaries with regularity and something akin to avidity but who seem never yet to have learned the gentle art of making out a simple report accurately. Every superintendent and principal in Ohio, as well as every clerk in the School Commissioner's

office, will bear witness to the truth of this statement. There is an incongruity in our insisting upon accuracy in our pupils five minutes after we have sent in a report that contains one or more inaccuracies that must be corrected by some one else.

\* \* \*

THE demand for good teachers is increasing day by day, and, in the high schools, this demand calls for teachers with college training. In fact, the demand just now is greater than the supply. This condition of things augurs well for the good summer schools. Moreover, it is none too soon for teachers to be inaugurating plans for next summer. The young man who has sufficient faith in himself to invest in himself at a good summer school is the very teacher that will be selected in preference to the stay-at-home who adheres to the policy of "Let well enough alone." If he is a wise young man he will cast about to determine what line of work is calling most loudly and then set about supplying the deficiencies in his own equipment. Then, whether he secures a better place or not, he will have the consciousness of being progressive.

\* \* \*

PATRIOTISM is good, but too often we connect it with war whereas it should be joined with peace. If the schools could but inculcate the sort of patriotism that will make us all love our country — all of our

country, including the back yard, —then we should experience a feeling of civic responsibility that would manifest itself in our every-day work. The back-yards would be kept clean, even if not beautified with flowers. Even the back alleys would show to better advantage. The farmer would look after the fences, the roads, and the outbuildings. He loves his country so much that he can not endure seeing it disfigured. Paint would be applied when it would improve and withheld when it would mar. In time, this desire for order and beauty would manifest itself at the polls and only high-grade men could hope to win the votes of these order-loving citizens.

\* \* \*

I HAD a dream — a day dream — and in this dream I found myself teaching a country school. The school-house was in the center of large grounds surrounded by an iron fence. In these grounds stood several noble trees, and much beautiful shrubbery. Flowers of many kinds gave up their fragrance to the breezes, and the singing of birds among the trees gave an added charm. Ample play-grounds were seen in the grounds, supplied with all appliances necessary for outdoor games and sports. The school-house itself was large and beautiful. Inside were seen an elegant case filled with choice books, a beautiful clock hung on the front wall, beautiful pictures adorned the

room, and growing plants were to be seen in pleasant nooks. The children themselves seemed in perfect accord with their surroundings and their work seemed but a continuation of their play. The birds, the trees, the flowers, and the children made a picture that made the teacher's heart glad.

\* \* \*

IN November William S. Mack, Western Manager of the Prang Educational Co. and also member of the Board of Education in Aurora, Ill., read a paper at Indianapolis on "A School Board's Relation to the Pupil," which every member of boards of education ought to read. It is published in pamphlet form by The Orville Brewer Publishing Co., Chicago. Superintendents and teachers will do a distinct service for the cause of education by calling attention to this publication. A few sentences will give a slight clue to the general tenor of the paper: "No greater obligation rests upon a board than the one of providing at any cost a good teacher for every pupil in every grade of the schools." \* \* \* "The ordinary formal examination of candidates, whether by county superintendent or school board, cannot reveal in any proper sense the qualities which distinguish a good teacher." \* \* \* "When under the pressure of outside influence in the community the good, bad and indifferent are given places, the only limit being the num-

ber of vacancies, then the local training class becomes a menace to the pupil, and an effective agency for preventing the schools from rising above the dead level of mediocrity." \* \* \* "The pupil is the central figure of our school system, but to the everlasting shame of school boards they have too often failed to see him. To be sure they have built school-houses for him, elected teachers and adopted textbooks, but too seldom while doing it have they been moved to contemplate seriously the real purpose and effect of their official action."

#### EDUCAATIONAL NEWS.

— Miss Sue Garman, principal of the high school at Osborn, has resigned to accept a place in Steele High School, Dayton. It will be recalled that some months ago she contributed an excellent article on manual training to the MONTHLY.

— The officers of the Ohio State Teachers' Association are: President, Dr. W. O. Thompson, Columbus; Secretary, Supt. J. B. Mohler, Orrville; Treasurer, Supt. L. E. York, Barnesville; Executive Committee, Chairman, John S. Weaver, Springfield; Supt. R. E. Rayman, East Liverpool; Supt. E. M. Van Cleve, Steubenville; Supt. J. V. McMillan, Marietta; Supt. J. D. Simkins, Newark; Supt. W. H. Kirk, East Cleveland.

— The next meeting of the Sandy Valley Teachers' Association

will be held in Waynesburg. The other five hustling towns that belong to this organization are Carrollton, Minerva, Malvern, Magnolia and Mineral City. The date set for the meeting is February 16 and 17.

— Supt. E. C. Bishop, of the Nebraska country schools recently held in Lincoln a corn contest — the boys receiving prizes in corn-raising and the girls in corn-cooking. There were in all 629 contestants and the merchants of Lincoln donated prizes amounting to \$1,000.

— The *Century* begins the new year with a noble array of high-grade articles. Each number surpasses its predecessor even though the feat seemed impossible a month ago. Among the magazines that take first rank the *Century* is one of the best.

— Prin. Wells L. Griswold, of Rayen High School, Youngstown, a cut of whom we publish in this issue, is the Ohio Director of the N. E. A. upon whom rests a large share of the responsibility of seeing that Ohio is worthily represented at the San Francisco meeting. He has the requisite energy for the task.

— The small boy was at prayer meeting and heard a man telling of the belief that in the next life people continue the work of this life, whereupon he remarked to his father, "Hope I won't have to keep on working bank discount problems."

— Supt. E. P. Dean, of Ashland, with characteristic ingenuity has invented a blackboard eraser which is far superior to the ordinary one in use. He is also at the head of the company that has been organized for their manufacture.

— The teacher in an Ohio school has many foreign-born children in her room who are struggling with the intricacies of the English language as well as other things. Hence, it is necessary for her to repeat the command, "Pay attention," quite often. One morning a little Italian boy brought her a nickel. When asked why, he replied he wanted to pay 'tention.

— Supt. J. D. Simkins, of Newark, takes his pen in hand to the extent of more than four columns on the subject of spelling and arithmetic, instituting a comparison between the schools of Springfield, Mass., and Newark. It seems that the former city had an examination in these two subjects in 1846 and again in 1905, using the same questions. In 1905 Newark used these questions in an examination. These facts give an opportunity to show that our arithmetic and spelling are better than in the good old times, and Supt. Simkins extracts some comfort from the good showing made by the Newark schools as compared with Springfield. With characteristic modesty and fairness he takes no credit to himself but gives it all to his predecessors and

the present teaching force. The article is published in the Newark *Daily Advocate* of Jan. 15.

— Our readers will find the advertisement of Weaver Bros., of Alliance in this issue. They produce artistic diplomas and have a good reputation for fair dealing. The time for diplomas is coming on and it is none too soon to make inquiries concerning styles and prices.

— The fourth, fifth, and sixth grades of Fair Avenue School, Columbus, presided over by Miss Mercedes Corbin, Miss Pearl Roling and Miss Grace Roling, recently gave an entertainment which netted \$85.00. This sum has been spent for beautiful pictures.

— C. M. Barber, one of the wide-awake teachers of Knox Co., has a busy world of forty-one pupils in which to exercise his talents. Such a school is an epitome of the entire educational system.

— The following extract is taken from a circular issued by the Ohio N. E. A. Committee: "Describing the Grand Canon of the Colorado in Arizona, the Rocky Mountain scenery in Colorado, including the Royal Gorge, Tennessee Pass and the Mount of the Holy Cross simply bankrupts the English language. At Colorado Springs trips can be taken to Manitou, Pike's Peak and the Garden of the Gods. A short side trip to Cripple Creek shows the heart of the gold mining district.

Northern routes have the grandeur of the Fraser river and Canadian Rockies, which is equal to anything seen in the world. A trip through the Yellowstone Park is a pleasure never to be forgotten. Stopovers are available for seeing all the principal cities, including Denver, Salt Lake City, Santa Fe, Albuquerque, Portland, Tacoma, Seattle and St. Paul."

— P. E. Ward, of Willoughby, has been appointed to membership on the board of county examiners to succeed Hon. S. D. Shankland, who resigned upon being elected to the legislature.

— The *Times*, of Fostoria, on January 11 had a lengthy and excellent account of the workings of the manual training department of the schools and paid Supt. Layton a high compliment.

— The *Pennsylvania School Journal* has republished the article which recently appeared in the MONTHLY on "A Farmer's View of Some School Matters," by Harvey P. Skinner, of Middleport.

— Albert W. Rankin, Inspector of State Graded Schools in Minnesota, in his latest report expresses himself thus: "We teachers have not enough faith in our profession. We are too often task-masters and not teachers at all. A real teacher works with the child, a task-master at him. We are too much in a hurry. We want immediate results. If a painter does his work when walls

are damp, the oil will not sink in, and the improvement is of short duration. Many a child comes to school not ready for drill. He needs to be set in the sunlight, so that the pores of his mind may open to the influence of the school."

— The round-trip rate to San Francisco, including membership fee, will be \$70.30. Permission will be given to go by one route and return by another. Tickets will be on sale June 25 and will be good till Sept. 15.

— Principal O. P. Voorhes, of the Oyler School, Cincinnati, has a right not only to take the cake but the entire output of the whole domestic science department, as a premium for his great success as a gourd producer. The one now hanging in the editor's den measures one yard from the point of its beak to the tip of its tail and indicates great care in its selection and preparation for shipment. Mr. Voorhes can explain how it was grown and we predict that Burbank will soon take up his residence on the banks of the beautiful Ohio and learn from this Cincinnati principal the secrets of Gourd Gardening.

— Here is the list of words which the pupils in Springfield, Mass., and Newark were asked to spell: Accidental, accessible, baptism, chirography, characteristic, deceitfully, descendent, eccentric, evanescent, fierceness, feignedly, ghastliness, gnawed, heiress, hysterics, imbecili-

ty, inconceivable, inconvenience, inefficient, irresistible.

— Supt. W. N. Beetham, of Carrollton, is getting out a new printed course of study to include some new features and to omit some of the old stereotyped divisions. Any one wishing a copy may have it on application. The school is First Grade, eight rooms, town of 2,000 inhabitants.

— "Nature Study and Gardening" is the title of a booklet just issued by the Department of the Interior, Washington, D. C. This booklet has been prepared primarily for Indian schools, but all schools will find it very useful. It shows by concrete work how nature study can be made the basis for work in writing, language, and number.

— The following is the list of problems referred to in connection with Supt. Simkins' article:

1. Add together the following numbers: Three thousand and nine, twenty-nine, one, sixty-one, three hundred and one, sixteen, seven hundred two, nine thousand, nineteen and a half, one and a half.

2. Multiply 10008 by 8009.

3. In a town five miles wide and six miles long, how many acres?

4. How many steps of two and a half feet each will a person take in walking a mile?

5. What is one third of  $175\frac{1}{2}$ ?

6. A boy bought three oranges for  $37\frac{1}{2}$  cents and sold them for  $1\frac{1}{2}$

cents apiece, what would he have gained if he had sold them for  $2\frac{1}{2}$  cents apiece?

7. There is a certain number, one-third of it exceeds one-fourth of it by two; what is the number?

8. What is the simple interest of \$1,200 for 12 years, 11 months, and 29 days (at 6 per cent. interest)?

— George O. Higley, professor of chemistry at Ohio Wesleyan University, Delaware, Ohio, desires to receive appointments as lecturer on physiology and hygiene at teachers' institutes during the coming summer. Professor Higley is a graduate of the University of Michigan, holding the degrees of Master of Science and of Doctor of Philosophy from that institution. He has done considerable work in physiology, including original work on "respiration," and is now giving a course of lectures on "The Applications of Chemistry to Public Hygiene." He will also do work in physical geography.

— The grade teachers of Carrollton gave an entertainment recently and made over \$70 net. The money will be used in buying pictures for the several rooms.

— Supt. J. H. Finley, of Antwerp, has brought the schools to a high degree of proficiency. He works all the time and works according to plans and specifications that have been carefully thought out in advance.



— President L. M. Sniff, of the Tri-State Normal College, Angola, Ind., in his advertisement in this number, has a statement which is the very quintessence of English, "No Secret Fraternities. No Hazing. No Rowdyism — Work."

— Ralph Demorest has resigned his position in the high school at Parkersburg, W. Va., to accept a similar position in the Toledo schools at a salary of \$1,200.

— Edward Rowland Sill, whose poems often appear in the MONTHLY, was at one time principal of the high school in Cuyahoga Falls.

— Prof. W. H. Critzer, supervisor of music in the Galion schools, has charge of the music also in Mt. Gilead. Two years ago he was in Mt. Gilead and now has returned. They couldn't get along without him. He's one of the best.

— U. M. McCaughey, of the Akron high school, has long looked and longed for work in history and now at the beginning of the second semester has come into his rightful heritage — teaching nothing but General History.

— Prin. A. J. Fry, of Dennison, has been elected to the superintendency at Fairport Harbor and is busy in the work of his new position.

— The State Board of Examiners organized as follows: President, Supt. H. B. Williams, Sandusky; clerk, Hon. W. H. Meck, Dayton; treasurer, Supt. S. P. Humphrey,

Ironton; Supt. Arthur Powell Midletown; Dr. C. C. Miller, Lima.

— Prof. L. L. Garber, of Ashland College, Ashland, Ohio, has prepared outline studies in American and English literature which will prove suggestive and helpful to all students. These are arranged in neat form in a booklet of 48 pages which sells for ten cents. Address The Garber Co., Ashland.

— Applicants for teachers' certificates in Carroll County are few and far between. In the last four examinations there have been only 15 applicants, the cost of examining each being over \$10. Does not this argue fewer examinations?

— Supt. H. E. Dening, of Manchester, succeeds Supt. J. H. Wright on the board of examiners in Adams County, and Supt. F. W. Kendall, of Winchester, succeeds J. E. Cross, whose duties as editor of the *Adams County Record* demand all his time. Both the new men are held in the highest esteem by the teachers.

— The N. E. A. meeting at San Francisco, July 9-13, will turn the faces of many pilgrims toward the West. The Golden Gate people are already making great plans for the entertainment of their guests, and their hospitality has become proverbial.

— Mrs. W. F. Gephart has been dangerously ill for several weeks, but is now considered on the way

to complete recovery, and Mr. Gehart has resumed his work in Ohio State University.

—The school attendance at Lorain has passed the 3,000 mark. A new twelve-room building will be ready for use about Feb. 1. Progress is in the air at Lorain and Supt. Eldredge and his teachers expect to keep the schools fully up to the progressive spirit of the city.

—Mrs. Alice Robinson and Mrs. Margaret Angell, of the Ohio State Normal College, Oxford, attended the meetings of the Arts and Manual Training Association at Columbus.

—Prof. Ball, director of manual training in Cincinnati, delivered an address on "Porto Rican Schools" at the Columbus meeting, which has been given strong words of praise.

—Prin. Harlan E. Hall, of the Mansfield high school, is listening to the "call of the wild" and may hie him away next summer into some virgin forest, far from the haunts of men to "list to Nature's teaching." Meantime, he will learn the new language Esperanto so as to converse freely with all living beings.

—The Superintendents' Section of the N. E. A. will meet at Louisville, Ky., Feb. 27, and a large delegation from Ohio will attend.

—Eleven teachers of the Fremont schools have had an increase of salary this year. They all ac-

quitted themselves nobly in the ordeal.

—Miss Maude Fisher, a graduate of the Indiana (Penna.) Normal School, has accepted a position in the schools of East Liverpool to do work in the fourth grade.

—Charles P. Lynch, third assistant superintendent of the Cleveland schools, has been appointed to the principalship of the West High School to succeed Prin. Theo. H. Johnston, who has resigned in the interest of his wife's health. He will retire to his beautiful fruit farm near Los Angeles, California.

—Dean Elizabeth Hamilton, of Miami University, was entertained during the holidays at the home of her sister, Mrs. R. B. Johnson, Princeton. Prof. Johnson, now of Princeton University, was for several years a member of the faculty in Miami University.

—E. F. Moulton, former superintendent of the Cleveland schools, has been appointed associate superintendent by Supt. Brooks till July 1st. Supt. Brooks has taken hold of the work of the new position in such a way as to impress the community most favorably.

—Supt. F. J. Roller, Niles, has a completely equipped "Oldsmobile" and time is nothing to him now in going from building to building on inspection tours. Mr. Roller is mechanic enough to do the necessary repair work on the machine.

— Mrs. Frances Richards, of Miami University, spent her Christmas vacation in the South. A number of her former pupils gave a reception in her honor at Galveston, Texas.

— The high schools of Cleveland have enrollments as follows: Central, 1660; East, 1200; West, 682; South, 417; Lincoln, 570; Glenville, 370. Total, 4899.

— Miss Nellie Woods, who is a graduate of Ohio Wesleyan University, has taken a position as teacher in third grade in East Liverpool.

— Nottingham has taken the preliminary steps toward the erection of a large new building.

— D. Appleton & Co., Chicago, have recently published "A Text-Book of Botany," by Dr. John M. Coulter, of Chicago University, whose scholarly attainments in this field are known wherever botany is studied. This book contains a wealth of superb illustrations that add greatly to its value. Altogether it is a fine bit of book-making.

— Miss Louise Doerfer, of Canton, a teacher of experience, has taken a position in East Liverpool, doing work in eighth grade. She is a graduate of Chicago University.

— Dr. T. S. Lowden, of Clark University, has three weeks' institute work in Ohio, for next year, and can fill another date or so. He

is authority on matters related to child study.

— Prof. E. P. Durrant, of Otterbein University, will be one of the instructors in the Perry County institute. His specialties are geography and science.

— Supt. E. M. VanCleve, of Steubenville, in his annual report, says: "The right view of this salary question is not to ascertain how little we can pay and keep the teacher from want, but rather how much we can pay to the devoted servant to keep her comfortable and happy and free from care that kills the power to inspire."

— F. E. Ostrander, for a dozen years principal of high school at Warren, has seen his school grow from 80 to 300 pupils — while the town's population has not increased more than one-third.

— The Annual Report and The Course of Study and Syllabus of the Steubenville schools, just issued, are among the finest school publications we have ever seen, and the matter is well worthy the elegant dress. Somebody over there has an eye for the artistic.

— Miss Marian Hackedorn, teacher of literature in the Mansfield high school, has resigned to accept a position in the English department of one of the high schools in New York City, at a salary of \$1,800 a year. Her place has been filled by Miss Helen Simpson, who

was formerly a teacher in the Mansfield high school.

— Miss May Corbett, of Wooster, a graduate of the University of Wooster, with one year in special work in English at Oberlin, has taken charge of sixth grade work at East Liverpool.

— In Wisconsin all teachers must pass an examination in agriculture and the subject must be taught in all the schools.

— Prof. J. V. Denney addressed the teachers of Columbus and Franklin County, Jan. 20th. So often has this occurred that it has come to be a habit. Miss Ethel Bowman sang beautifully.

— Cuyahoga county teachers had an excellent meeting Jan. 20th in Cleveland and Dr. W. O. Thompson gave one of his wholesome, sensible addresses.

— The Preble Co. teachers had a sort of family reunion Jan. 20th, when Supt. J. P. Sharkey and O. T. Corson gave addresses. Miss Ethel Kimmel and Miss Flo Miller furnished delightful music.

— Miss Winona Hughes, of the Mansfield high school, has accepted a position in Mt. Holyoke College as instructor in chemistry.

— The Macmillan Company in the past seven years have published on an average three books for every working day.

— The new high school building

at Clintonville was dedicated Jan. 26 with a good programme. Prin. W. S. Jennings and his assistant, Miss Olelia Drake, with their fifty pupils, now enjoy school life to the full.

— Ernest C. Boyd, a student of Ohio University, has been elected to the superintendency of the schools of Orangeville, Trumbull Co.

— Prof. Carl Hemminghaus, who has had charge of Latin and German in Capital University for seventeen years, will at the close of the present year take charge of the Lutheran Teachers' Seminary at Woodville with the title of Director. This is a case of a position seeking the man.

— The Lancaster public schools have this year for the first time made the experiment of having lady principals — Miss Elizabeth O'Grady is principal of the East building and Miss Della Courtwright principal of the West building. The experiment has been a success, as both ladies are handling their positions very satisfactorily, and maintaining excellent discipline.

— Supt. L. C. Martzloff of New Lexington will not teach next year, but will complete his course at Ohio University. He will study during the summer term and do some teaching. He already has three weeks of institute work, going to Hocking county for the fourth year.

— Miss Maude Myers resigned the principalship of the Delaware high school some weeks ago and at the holidays was married to Charles Keeler, a banker in Los Angeles, where they now live. Mrs. A. C. Dackerman was promoted to the principalship, Miss Hortense Patterson was promoted from sixth grade to the high school, and her place, in turn, has been taken by Miss Sylvia West, a classical graduate of Ohio Wesleyan.

— E. H. Scott, senior member of the firm of Scott, Foresman & Co., Chicago, in his Christmas Greeting expresses sentiments worthy the noble man that he is. He is always looking for the good in people and always finds it.

— H. C. Gossard, of Helena, a senior in Ohio Northern University, has been elected teacher of mathematics in the Bellefontaine high school to fill the vacancy caused by the resignation of Miss Silver.

— Supt. S. H. Layton, of Fostoria, has manual training in full swing in the schools. In the seventh and eighth grades 95 boys are doing shop work, while the girls are sewing. Apparatus to the value of \$700 has been recently added to the high school laboratory equipment.

— A. J. Welty, who teaches in Pleasant township, Putnam county, writes us in commendation of the position the MONTHLY takes upon

the subject of agriculture in the schools. His own experience seems to ratify all that has been said in favor of the movement.

LETTER TO MRS. BIXBY.

EXECUTIVE MANSION, WASHINGTON, November 21, 1864.  
*Mrs. Bixby, Boston, Massachusetts:*

DEAR MADAM—I have been shown in the files of the War Department a statement of the Adjutant-General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle.

I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

Yours very sincerely and respectfully,

ABRAHAM LINCOLN.

— Abram Brown of East High School, Columbus, has gone to Tucson, Arizona, for a few weeks to be with Mrs. Brown who is spending the winter in that salubrious climate.

—These words of Washington, in accepting from Congress the office of Commander-in-Chief of the

gress that, as no pecuniary consideration could have tempted me to accept the arduous employment at



PRIN. WELLS L. GRISWOLD.

army, ought to be known by every pupil in the schools! "As to pay, sir, I beg leave to assure the Con-

the expense of my domestic ease and happiness, I do not wish to make any profit from it. I will

keep an exact account of my expenses. Those, I doubt not, they will discharge; and that is all I desire."

— Prof. J. H. Dickason of Wooster read an excellent paper before the Ohio Teachers' Federation at the Columbus meeting. He has gone steadily upward and onward in educational work and is now regarded as one of the staunch leaders. He never appears on a programme without a message that is worth while.

— In the *Classical Journal* for January we notice an account of a Latin commencement in the South Omaha high school. Among the features was a mock trial in which charges were preferred against Virgil, Cicero, and Caesar. The jury acquitted the two former and sent them back to Hades but Caesar was found guilty, chiefly on the testimony of Ariovistus and sentenced to "build a bridge across the Missouri exactly like the one he built across the Rhine, and to stand ready to explain the building of it to any Latin student who came to him."

— James F McCullough, proprietor of the McCullough Teachers' Agency, Chicago, has been visiting schools in Ohio recently to become conversant with school conditions and personally acquainted with teachers. Being a practical school man himself he knows good work when he sees it. This is the sort of

agency work that inspires confidence and it is not surprising that this agency has had such a remarkable growth. Boards of education are ever ready to entrust their interests to an agency thus conducted

— The Galion city institute on January 13th had the pleasure of hearing President L. M. Sniff of the Tri-State Normal College of Angola, Ind., who spoke both morning and afternoon. Both addresses aroused much enthusiasm and will bear fruit among teachers and people. Supt. C. B. Stoner of Mt. Gilead gave an address on "School Problems" which showed that he is keenly alive to all that makes for good schools. Miss Georgia Lewis furnished the music.

— E. W. Avery of D. C. Heath & Co., in sending a copy of the letter to Mrs. Bixby which we publish in this number says: "I doubt if any other man who ever lived could have written such a letter."

— C. D. Williamson of Rand, McNally & Co., and Miss Mary F. Parsons of Granville were married a few weeks since and are ostensibly living in Granville but really are dwelling in the ethereal realms of connubial felicity.

— The Galion high school had a very interesting literary and musical entertainment January 23d, which crowded the house, and provided a nice sum with which to

purchase flags for the four buildings. Two sons of Supt. Guinther took part in the debate, on opposite sides. Prof. W. H. Critzer had charge of the music.

— A. E. Porter of the American Book Co. sent as a holiday greeting the following sentiment from Robert Louis Stevenson: "So long as we love we serve; so long as we are loved by others I would almost say that we are indispensable; and no man is useless while he has a friend."

— Jesse A. Ellsworth one of the directors of the Macmillan Company, New York, has been visiting some of the Ohio colleges recently in the interests of his publishing house. Inasmuch as he traveled exclusively in Ohio at one time his visit was a sort of home coming and he was accorded a hearty welcome.

— W. H. Knabenshue of the University of West Virginia has been elected to the science department of the high school at Parkersburg, W. Va., to succeed Ralph W. Demorest.

— The following clipping from the *Oberlin News* of January 2d. will interest many of our readers.

At the annual convention of the National Education of Commercial Educators, held in Chicago last week, the Oberlin Business College won first place in a contest between many of the best schools of the

country, in which each school submitted the work of the students in penmanship. A committee, consisting of some of the best penmen in the country, after a whole day spent in examining the work submitted, awarded first place to the Oberlin Business College.

A fact no less gratifying to Oberlin people, is that in the public school section, the work in penmanship, exhibited by Mr. C. A. Barnett, and collected by him in the schools of Oberlin, Wellington, Norwalk and North Amherst, over which he has charge so far as penmanship is concerned, was awarded first place.

— Miss Winifred McGugin of Olive Furnace, Ohio, has been elected Principal of the high school at Osborn. She is a graduate of the University of Chicago.

— The second quarterly institute of Van Wert Co was held at Middle Point, January 13th. Dean H. C. Minnich of Oxford, Supt. Redfield of Willshire, Prin. J. I. Miller of Delphos and D. J. Gunsett of Convoy were the speakers.

— It has been my good fortune that all of my children have received, or are receiving a portion of their education in the public schools of this district, in this city; and I feel that the advantage to them is incalculable. I certainly do not underrate the importance of the "higher education." It would be the greatest misfortune if we ever



permitted such a warped and twisted view of democracy to obtain as would be implied in a denial of the advantage that comes to the

this, it remains true that most important of all is the education of the common school. The public schools are not merely the educa-



DR. W. W. STETSON.

whole nation from the high education of the few who are able to take advantage of the opportunity to obtain it. But while fully admitting

tional centers for the mass of our people, but they are the factories of American citizenship. Incidental to its other work, the public school

does more than any other institution of any kind, sort or description to Americanize the child of foreign-born parents who comes here when young, or is born here. Nothing else counts for as much in welding together into one compact mass of citizenship the different race stocks which here are being fused into a new nationality.—*President Roosevelt.*

—H. H. McKee, a graduate of Oberlin, who was elected to the principalship of the Ravenna high school at \$1,000 has recently been made acting superintendent at \$1,500.

—Supt. J. W. Reese of Elgin is the new county examiner in Van Wert Co., having been appointed to fill the unexpired term of I. F. Alexander, resigned.

—A celebration of no ordinary interest was held at Marietta, Ohio, on the 23d inst., when Marietta College laid the cornerstone of two new buildings simultaneously, one the cornerstone of the fine new forty thousand dollar dormitory, and the other the cornerstone of a new library building which will ultimately cost about sixty thousand of which Andrew Carnegie has given forty.

The cornerstone of the old dormitory building, erected in 1832, was removed in the course of demolition of that building, and within it was found a quart glass jar in which were placed docu-

ments of the usual character three quarters of a century ago. The contents was found to be reduced to a cinder like powder through the action of dampness and contact with air, a result of imperfect sealing.

The cornerstones that went into position Tuesday each contained large copper boxes hermetically sealed in which were deposited a large number of papers pertinent to the occasion and the buildings.

Brief addresses were given by President Alfred Tyler Perry and others, and the stones swung into position in the presence of a large audience of alumni and townspeople.

These two buildings occupy an important place in the "greater Marietta College" that the Trustees have begun to realize. Other buildings that will complete the proposed scheme comprise a central heating plant, a chapel, an Academy dormitory, and historical building. The former library will be immediately made over into a recitation hall to meet the needs of the growing classes.

—The Painesville high school recently adopted the rules formulated by the committee appointed at the Adelbert College conference to regulate high school athletics.

—The address by Dr. W. O. Thompson on "The State and Higher Education in Ohio" which was given before the Allied Edu-

cational Associations at the holiday meeting has been published by the Ohio State University.

—The Georgetown *Gazette* gives notes concerning people who are away attending school. From these we see that Brown County has students at the following colleges and schools: Ohio State, Wittenberg, Wooster, Harvard, University of Cincinnati, Miami, Ohio Northern, Cincinnati Kindergarten, and Physical Culture, New Haven.

—Supt. J. E. Fitzgerald has taken hold of school work at Geneva in a masterly way and is winning the confidence of the people. In the high school he is ably assisted by Prin. E. A. Barnes, Miss Maud King, Miss Orilla Willi, Miss Mary Webster, and Miss Agnes Doster.

—The Newark high school is full to overflowing and Prin. E. P. Childs has been compelled to resort to a plan that is virtually a double session in order to do the work.

—Supt. H. S. Foote of Jefferson is already monarch of all he surveys in his new field of work. In the high school he has the cordial and able assistance of the Misses Belle Raymond, May Armstrong, Bessie Douglass, and Grace A. Page.

—Prof. T. A. Edwards of Berea College rejoices in the opportunities which his present position gives him for doing hard work in

the interest of students who are eager to learn. There are about fifty Ohio students in the college three of whom are teachers who were formerly associated with Prof. Edwards at the O. S. S. O. Home at Xenia.

—Supt. John Davidson and Principal Steffens are gratified at the large attendance in the Lima high school. The enrollment exceeds 400.

—Supt. R. P. Clark of Ashtabula has made an excellent compilation of statistics bearing upon teachers' salaries. His data have been gathered from leading schools in Ohio and Pennsylvania. His findings will be laid before the board of education in connection with a recommendation for adjustment and increase of salaries.

—The *Journal of Pedagogy* for December contains an unsigned article on the general subject of the educational policy of Ohio. The writer, whoever he is, evidently aimed to get somewhat below the surface.

—Brooklyn has been taken into Cleveland but the schools remain intact for this year with Supt. H. E. Axline in charge. The high school pupils, however, have been transferred to Lincoln High School.

—Supt. E. M. Van Cleve of Steubenville and Supt. R. E. Rayman of East Liverpool recently

made a trip to Batavia, N. Y., to look in upon Supt. Kennedy and study the workings of the Batavia plan.

— Miss Jeannette Risdon, a recent graduate of Wellesley, has accepted a position in the high school at Ravenna.

— Supt. A. H. Vernon of Roseville will graduate a class of six. Recent visits of Commissioner Jones and Prof. W. W. Boyd have greatly stimulated school sentiment.

— Miss Ora K. Probasco has completed two courses in Ohio Northern University and is now principal of the high school at Versailles.

— The Macmillan Company, Chicago, have just published "Course of Study in the Eight Grades" by Dr. Charles A. McMurry in two volumes — each volume containing the course for four grades.

— For supplementary work in United States history, Silver, Burdette & Co., have published two books that are excellent in every way. They are "Lads and Lassies of Other Days" and "The War for Independence." They are two of a series styled "Stories of Colony and Nations" and will be accorded a hearty welcome by all enterprising teachers.

— The high school building at Lancaster will be dedicated February 22 and Dr. W. O. Thomp-

son will deliver the address. An effort will be made to have all the high schools of the county represented.

— The superintendents of North Dakota will attend the Louisville meeting February 27, in a body and the State Superintendent of Florida has called a meeting of the superintendents of his state for the same place and time.

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#### **AMONG TEACHERS AND SCHOOLS.**

It is probably pardonable for one who always enjoys teachers' meetings to say that special pleasure comes with an attendance at one held in his home county where his work as a teacher began. At any rate, I plead guilty to having a specially good time at Eaton on January 20. The day was ideal both overhead and underfoot and the size of the crowd might lead one to think that teachers came from both directions. The pleasure of the day was greatly increased by having as my talking mate, Supt. J. L. Sharkey of Van Wert who taught for so many years in Preble and whose influence has had much to do in the development of the education spirit for which the county is noted. The plain, simple truth, and not an exaggerated appreciation of my home county, warrants the statement that no county of its size in Ohio excels Preble in attendance and enthusiasm at the annual institute and the monthly associations.

Supt. Sharkey's two talks on "The Teachers' Attitude Toward his School and his Community," and "Types in Geography," were crowded full of sensible suggestions and wholesome truths which but serve to confirm a suspicion which some of us, who have known him for years too numerous to mention have always entertained—that he is afflicted with an unusual supply of good common sense and that his constant use of this rather rare commodity has in some manner constantly increased his supply.

On my way to this meeting, I took advantage of the opportunity to visit Ohio's newly adopted boy, Supt. J. W. Carr of Dayton. It is remarkable how quickly he has been transformed into a good "Buckeye." He is already perfectly at home in his new surroundings and every one seems to be fully convinced that he is the man Dayton has been hunting for several years. One member of the Board of Education expressed himself to the effect that from the very start Supt. Carr had fully grasped the situation and had so directed affairs as to command the hearty co-operation of all the educational forces of the city. In doing this there has been no posing on his part, no attempt to impress any one with an air of superiority which attempt is always positive evidence of inferiority, but a direct, honest, conscientious, and tactful

performance of duty. He is giving everybody a "square deal" and as a result is having fair treatment in return.

The new administration at Eaton has started off in a way which promises success and the school authorities are pleased with their choice of Supt. Beachler to direct the educational affairs of their community which has been served in the past by so many well known school men. The high school now numbers about 140 of whom over 40 are tuition pupils from the township schools, and they make an enthusiastic audience to talk to. Under the direction of Principal O'Leary and his assistants Mr. Klepinger and Miss Brown, they are not only headed in the right direction but are kept traveling at a lively pace toward a definite goal.

"We farmers" dedicated our new Township High School in Clinton Township, one mile north of Columbus, on January 26th. The audience room of this modern and well-equipped building was crowded with as interested a class of patrons as can be found in any community. All those announced to take part in the exercises, with the exception of one person who did not come, are residents of the township, and modesty forbids that commendation be indulged in. Justice, however, requires the statement that the forty-six boys and girls in attendance at this school and their teachers, Mr. Jennings, Principal,

and Miss Drake, the assistant, who has served the people most acceptably from the opening of the school, nine years ago, are all working together in perfect harmony and with excellent results. The presence of High School Visitor Boyd, whose investigation of the school some time since led to his making a very complimentary report of its work, was greatly appreciated and his remarks to the audience made at the invitation of C. L. Dickey, President of the Board of Education, were helpful and inspiring to all.

The educational forces of Madison County assembled at West Jefferson, January 27, with Supt. L. C. Dick in command, except at the hour of adjournment, when F. B. Pearson took charge. It is reported that the former is going to make formal application of the latter, in the near future, for explanation, apology, or satisfaction of some kind. The result is awaited with much interest by all of us who attended as speakers or listeners. Hon. D. J. Schurr, the "Member from Madison," will probably risk his reputation by bravely rushing into the breach and attempting to secure a compromise of some kind, and as a result be enabled to conduct his campaign for a second term on a popular Arbitration Platform. Supt. Beachler of Eaton addressed the association in the afternoon and was happy to know that he got through his initiation without any personal harm, but W. W.

Boyd of O. S. U. made his talk in the forenoon and then hurried home to a place of safety. His medal for bravery will be presented later. It was a grand meeting and of course, we had a good time. No other kind of a time is ever possible in Madison County.

All members of the N. E. A. will rejoice to hear that Secretary Shepard is rapidly regaining his health and is, in fact, about well. Only those who have had a glimpse of the vast amount of work he does can appreciate the value of his services to the greatest educational organization in the world. A master of details and a general in execution, with a courtesy that is un-failing, and a promptness that is inspiring, he has served the highest interests of the N. E. A. in a most acceptable manner, and his returning health gives promise that, for many years to come, his skillful hand can still be employed to record the actions and guide the destinies of the great annual meetings of the teachers.

O. T. CORSON.

#### UNIFORM QUESTIONS.

##### THEORY AND PRACTICE.

(Applicants will take the first group of four, and either the second or third group of four.)

1. Mention four important sanitary conditions of the school room which should claim the teacher's attention. 2. Give a list of incentives and classify (a) whether natural or artificial; (b) whether proper or improper. 3. What can you say of education during the Middle Ages? 4. What are the com-

pulsory education requirements in Ohio? What is an Age and Schooling Certificate?

"OUR SCHOOLS"—*Chancellor.*

1. Show the advantage to be gained by having a supervising principal in an elementary school possessing nine or more teachers. What factors should influence the board of education as to the advisability of employing such a teacher? 2. What does Chancellor consider the present status and probable future of the rural school in America? 3. In a high school should any distinction be made between boys and girls as to the nature and severity of the curriculum? If so, why? 4. Compare instruction given in public and private schools as to (a) individual attention given to pupils; (b) morality; (c) discipline.

"THE METHOD OF THE RECITATION."—*McMurry.*

1. Why is it essential to supplement text book instruction with graphic representation? In what subjects is this correlation particularly necessary? 2. Upon what sources may a teacher draw to establish a relationship between a child's previous knowledge and experience, and a new topic to be presented? 3. Mention two conditions necessary to the proper application of the principle of apperception. How would you present the subject of Scansion in the classroom so as to fulfil these conditions? 4. Of what importance is the statement of an aim in the preparation for a recitation? State four requirements of such an aim.

ORTHOGRAPHY.

1. Classify consonants. 2. Give five synonyms of the adjective "weary." Give three antonyms of the adjective "cautious." Give two homonyms of the noun "tender." 3. Write the proper abbreviation for each of the following: debtor, hundred-weight, the present month, Illinois, manuscript, Bachelor of Arts, junior, February, governor, the past month. 4. Distinguish in meaning between abjure and adjure; avarice and greed; statue and monument; heresy and apostasy; abyse and chasm. 5. Mark the correct pronunciation (accent and diacritics) of the following words: cornet; rebate; demoniacal;

aunt; San Juan. 6. Spell correctly the following words: trophy, elision, coerce, fantasy, umbrageous, tornadoes, malice, liquefy, presumptuous, cynic, academy, obsolete, caucus, elixir, commiseration, tendency, submitted, perseverance, incision, askance, regretting, acquittal, issuing, tongue-tied, inflammable.

GRAMMAR.

1. Define nouns. What classes of nouns have no plurals? Mention three ways of distinguishing gender in nouns, and illustrate each. 2. In the expression of thought, what is the province of grammar? Of rhetoric? 3. Write the plural possessive forms of the following: man, flag, sheep, loaf, hoe, gulf, father-in-law, deer, ox, grandchild. 4. How are adverbs classified with respect to meaning? Give an example of each class. 5. Write sentences using a participle attributively, appositively, predicatively, and absolutely. 6. Define each of the following: subordinate conjunction; progressive form of verb; independent element. 7. Analyze or diagram the stanza given below:  
Oh for one *hour* of youthful joy!  
Giveback my *twentieth* spring!  
I'd rather *laugh*, a bright-haired boy,  
Than reign, a graybeard king.  
8. Parse the italicized words in the above selection.

ARITHMETIC.

1. Write a number that is at once odd, composite, concrete and integral, and define each of these terms. 2. Philadelphia is 75° 9' 3" W. longitude, and Denver, Colorado, is 104° 59' 33" W. longitude; when it is 5 a. m. at Philadelphia, what is the time at Denver? 3. Find the cost of a two-inch plank 18 ft. long by 9 in. wide, at \$35 per M. 4. For what sum must a note be drawn at 3 months to net \$150.00, after it is discounted at a bank at 6%? 5. What is the L. C. M. of 1 rd. 2 yds. 1 ft., and 2 ft. 8 in.? 6. State the conditions and define the terms of a proportion. 7. If 8 persons eat \$40 worth of bread in 82-5 months, when flour is worth \$7 a barrel, how many dollars' worth will 24 persons eat in 6 months, when flour is \$5 a barrel? 8. Two dealers sell the same article at the same list price, but one of them offers trade discounts of 40%, 15%, and 10%, while

the other offers discounts of 40% and 25%. Which terms are better for the purchaser, and how much per cent. of the list price? 9. Find the base of a right-angled triangle whose hypotenuse is  $16\frac{1}{4}$  ft. and whose perpendicular is  $\frac{3}{4}$  ft. 10. Express 15-40% as a decimal. Reduce .795 lb. Troy to units of lower denominations.

#### UNITED STATES HISTORY INCLUDING CIVIL GOVERNMENT.

1. Describe Raleigh's attempt to found a colony in America. 2. Compare the first colonists of Virginia with those of Massachusetts as to (a) character; (b) object in coming to America. 3. State a compromise made in the formation of the constitution between (a) the larger and the smaller states; upon (b) the question of slavery. 4. What connection did each of the following have with the Revolution: Benjamin Franklin; Robert Morris; John Paul Jones? 5. What political issues were before the country in 1850? 6. Why and how the *draft* operated in connection with the Civil War? 7. Mention three states formed from the Northwest Territory. 8. What connection did the Kansas-Nebraska Act have with the slavery question? The invention of the cotton gin? 9. What was the object of the Lewis and Clark expedition? Under whose administration was it undertaken? 10. What steps are necessary for a territory to become a state? Mention four states that have been admitted to the Union since 1880.

#### LITERATURE.

1. Who were the Celts? State something of their characteristics and habits of life. 2. Who were the Anglo-Saxons? State something concerning their religion. 3. What form did their literature take? Distinguish between the "gleeman" and the "scon." 4. Name two of the writers of the Saxon period, and describe briefly the work of each. 5. Comment briefly on the Norman-French period of our literature. What do you understand by the "trouverses"? 6. What production by Joseph Rodman Drake is familiar to Americans? Quote from it. 7. Name five of J. F. Coopers' writings. Why are his

writings popular? Which of them have you read? 8. Give a brief sketch of the life and work of George Wm. Curtis. 9. Name five American authoresses and the best production of each. Which one wrote over the signature of "H."? 10. On what works as a writer and as a man rests the fame of Ralph Waldo Emerson?

#### GEOGRAPHY.

1. Of what use are parallels of latitude and meridians? What change in time corresponds to every degree of longitude? 2. How long is the equator? Through what countries does it pass? 3. Compare the climate of Oregon with that of New England and state reasons for the difference. 4. Bound Chile; give its chief products; mention the two principal cities. 5. Mention three advantages that accrue to cities situated on some body of water. State two natural causes that have contributed to the rapid growth of Minneapolis. 6. Locate an extensive wheat belt or copper region in the United States, and describe the route by which its product is transported to New York and to San Francisco. 7. Define geyser; glacier; delta. 8. What manufactured products are exported from Hamburg? What raw materials are exported from Honolulu? 9. Locate Terre Haute; Newport; Concord; Cheyenne; Houston. 10. Describe the drainage of Africa.

#### PHYSIOLOGY.

1. Give the structure of the walls of the stomach. 2. What is meant by the pulmonary circulation? The portal circulation? 3. Show the necessity for both voluntary and involuntary muscles. 4. Distinguish between pleurisy and pneumonia. 5. Mention three common foods usually classified as nitrogenous. In what part of the alimentary canal is starch mainly digested? 6. Mention the parts of the eye. What is the function of the crystalline lens? 7. What is a sensory nerve? A motor nerve? 8. With what bone of the arm does the scapula articulate? What is the function of the biceps muscle? 9. How would you disinfect the sick room in which a patient suffering from a contagious disease has been confined? 10. How does the use of alcohol affect the muscles? The brain?



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## THE DEVELOPMENT OF SHAKESPEARE AS A WRITER OF COMEDY.

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BY NELLIE HAYS TAYLOR, PARKERSBURG, W. VA.

The first work that we find Shakespeare engaged upon, that may in any sense be called original, is in comedy. He had come up from Stratford to make his way in the world and doubtless looked on his coming to London as an escape from provincial restraint. This feeling, coupled with his bright, easy-going and fun loving nature, made him turn most naturally to comedy as a form of expression. The follies of his time amused him, but never called forth the bitter invectives with which Johnson's plays are filled. Shakespeare only saw in them excellent opportunities for affording harmless amusement to the crowds that clamored for either comedy or blood and thunder tragedy. The first four plays, while showing marked improvement in

certain directions, should be regarded rather as experiments along different lines in the broad field upon which he was entering. However immature these attempts may be, they proved to the contemporary world that Shakespeare could write plays far greater than any as yet produced, if he were but given the time necessary to bring maturity to his thought and style.

In the "Love's Labor Lost" we cannot say what form his art took at its beginning, for the play as we have it now is rewritten; yet the old work was allowed to stand in many places, and shows in marked contrast to the later version. The influence of Marlowe, Shakespeare's greatest predecessor, is evident in the bombast of the longer speeches. The poet is still too immature to

rise above the very faults he attempts to ridicule in this, his only comedy of satire. He uses for his plot the theme later to be made so great by him, that of romantic love, but it is the passionless love of extreme youth. It is exchanged between characters lacking in individuality and spontaneity, and paired off with an exact balance strongly reminiscent of the masque. The play depends for its humor on a pedantic attempt to satirize pedantry and an over-abundant use of the far-fetched repartee of the time. The poet is hampered by the use of rhymed couplets, and the few great passages are where in revising his work, he cast this restraint aside and used blank verse instead.

In his next play we find him much further advanced in the mere technicalities of the play-wright's craft. "*Love's Labour Lost*" may drag on the boards, but "*Comedy of Errors*" moves briskly through many tortuous paths to a conclusion, well-wrought, if we consider the immaturity of the author. The play is modeled on the classics dear to the heart of every Elizabethan, but Shakespeare's love of romance led him to put in very unobtrusively, so much so that we almost pass it over unseen, a harmless little love story, scarcely more than indicated, yet already giving a hint of the daintiness that was later to be so prominent a characteristic of his romance weaving. The plot is most improbable, but

Shakespeare never asks us to seriously believe and ponder over his comedies, but only to laugh with him for an hour or two at the pleasant follies of life. We have, as yet, almost none of the character drawing which he later developed to such a marked degree. The wit is still based on plays upon words, but shows in many places great advancement in depth of meaning and in aptitude.

Strengthened by his work on "*Romeo and Juliet*" and "*Henry the Sixth*," we find Shakespeare next taking up a purely romantic plot and using, crudely to be sure, many devices so successful later on. In "*Two Gentlemen of Verona*" we have the interest centering for the first time around two women characters who are well differentiated. The style is both more natural and poetic and the wit is relegated to Launce and Speed, the first of that long line of merry fools to whom we owe so many happy hours. The scheme of disguise is first used here and many of the situations introduced are elaborated in the great comedies of his riper years. While "*Two Gentlemen of Verona*" is not in any sense a great play when compared with Shakespeare at his best, it marks an important step in the poet's development, in that it contains the germ thoughts of some of his best devices later on, and also that it shows a breaking away from Marlowe and his contemporaries. In it, too, we find a refinement in

the wit wholly foreign to the taste of the theatre-going public of the time, and which it remained for Shakespeare to popularize. The characters are still more remarkable for lack of character than anything else, and the play as a whole leaves an unpleasant impression by reason of its too obvious weaknesses.

Far in advance of the other three in the rare beauty of its diction and the wealth of its imagery, but lacking in even the slightest characterization, is "*A Midsummer-Night's Dream*," a dramatic idyll, rather than a play, pure and simple. Its interest lies in the accessories with which the characterless and sketchy love story is surrounded. However commonplace the lovers may be, the comedy is kept gracious and attractive. To judge this play by any ordinary standard is to ruin its fragile beauty, by reason of which it stands apart from all the poet's work, later as well as earlier. In one group of characters, do we note a definite step in development, in the clowns, who are realistic to the last degree, and display wit of a genuinely humorous character. Shakespeare's immaturity is shown in the exuberance of color and imagery with which the play is flooded.

With this group of plays Shakespeare's genius found itself. His period of apprenticeship was over and his style and method of treatment firmly established, and no

longer bearing the stamp of Marlowe's influence.

The next work we find him engaged upon, in this vein, is the first of that great group upon which his fame as a writer of comedy rests. After a short lapse of time devoted to work upon the chronicle plays, Shakespeare again turns to comedy writing, but now his development is easy to trace. Opposed to the smart and conscious diction of his earlier plays, style and content are now in perfect harmony. His power as a story-teller has not increased, he was never to be great in that direction, but his taste and judgment as to plot have much improved. His grouping becomes more natural and unstudied and the characterization which we found so crude and undefined in the earliest plays becomes now the first consideration, taking the place given by less gifted writers to clever story-telling. In the later plays of this group, even the minor characters are well outlined. Drawn though they may be, with a few strokes, yet we feel their individuality.

In the earlier plays we have no mingling of pathos with the humor, but now the strain of gentle, quiet sadness that seems to have been ever present in Shakespeare's nature, becomes more prominent and colors his plays to varying degrees of intensity. His use of this element changes with each play, ranging from the humorous melancholy of Jaques' to the plaintive and med-

itative pathos of Viola's nature. Real tragedy is brought boldly in, and used with a freedom impossible to a man of less genius. Scenes of the most rollicking merry-making stand out in high relief against scenes where sorrow, real to the actors of them, at least, prevail, and the wit is appreciated all the more because of the contrast. But the tragic scenes are not those of the Elizabethan stage, before Shakespeare's day; they are as dainty in their way, as carefully worked out, couched in language if anything more poetic than the purely comic scenes. Nothing shows more plainly the poet's increased good taste than these very scenes, which might easily have become so disagreeable or overwrought. Nor are the readers ever in doubt as to the happy outcome of all this seemingly useless mingling of comedy and tragedy. Shakespeare takes us into his confidence and we are made to feel all along that at last, "Jack shall have Jill" and all shall be well.

In the humor, Shakespeare has also made a great advance, both in good taste and in the selections of the characters to bear the burden of the brilliant, scintillating wit with which he seems at times to bubble over. He no longer confines himself to poetry, but gives us many scenes written in prose as full of beauty as his verse. The humor gains much by this use of prose and becomes with each succeeding play more brilliant, less confined to

contemporary butts of ridicule and more easily understood by readers of to-day.

Shakespeare now has full command of his art and with it has come the ability to use his material more freely. He no longer experiments, but frankly decides upon the romantic as his chosen form of expression. We find the plots of each of these, his greatest comedies, divided into three well defined groups of characters. Against a background of noble personages, stately and sedate, he gives us the lovers, passionate and generally inconsequent. And lastly, the clowns, who may be court fools of country swains, sometimes with love affairs of their own, as interesting as those of their well-born masters and mistresses. All these elements, apparently at such great variance with each other, are harmoniously bound together, in unity, rarely lacking in Shakespeare. With one exception, a woman is the central figure around which the other characters revolve and to whom they are more or less closely connected. The unity between successive acts and scenes is very closely preserved and the action mounts by carefully planned steps to the climax.

While belonging to this group in point of time, "Merry Wives of Windsor" is not to be considered as bearing marks of Shakespeare's mature literary genius, for the circumstances under which it was composed were peculiar. Written

in fourteen days, and upon a theme peremptorily given by the Queen, Shakespeare did not have time or opportunity to give it any very careful treatment, and the play suffered much in consequence. The subject, too, does not offer much from the poet's standpoint, and could hardly have been a congenial one to Shakespeare, for he never willingly wrote of the bourgeois. But the Queen and her nobles wished to see the people of Windsor, and this comedy with its rough unpleasant horse-play is the result. It is written entirely in prose and is really a piece of dramatic patch-work, its chief characters being drawn from other plays, where they had already become popular favorites. In point of acting facilities and probability of plot, the play shows an advance over preceding ones, but it is read now for the sake of its author and for the realistic picture it gives of the middle class life of Elizabeth's day.

Another play of this group shows more particularly Shakespeare's power of adaptation, "*The Taming of the Shrew*," rewritten from one of the coarse characterless farces of the period. He had already had practice in the rewriting of old plays in his work on the chronicles, but this fact does not account for the brilliancy and sparkle of the dialogue, although it may, for the peculiarity of many of the situations and for the woodenness of the secondary characters. Everything in

this farce of love making and married life is made subservient to the two chief characters. In them we see how far Shakespeare had advanced in his study of human nature, because Petruchio and Katherine are thrown into vivid contrast and the humor of their mad courtship sustained, not by the situations in which they find themselves, but by the natures which they are made to reveal in every word they speak. This play has none of the tragic element in it, and indeed the poet must have felt how incongruous such scenes would have been amid the quick movement and fire of the action. The witticisms are again a little offensive to modern taste, in some places, but the reader feels that they are more an outgrowth of the character of Petruchio, than a retrogression on Shakespeare's part. This play has none of the meditative passages that begin to appear in the other works of this period, but still shows the predominance of fancy over imagination.

In the "*Merchant of Venice*," the first of the group in date of composition, we notice first of all the clearer insight and deeper wisdom shown by the delineation of the characters. The plot is weakened by its improbability, but a great advance is shown in the nicety with which the parts are balanced. Shakespeare's power over his audiences at this time is shown by the reception given to his character of Shylock. The part was worked out

from a point of view entirely different from that of the public of the day, yet the whole play was popular, and the toleration of the Jews and alien races, which it taught was not decried. The more serious parts in the play are written in strong and impassioned blank verse that lingers long in our memory.

In his next play, "Much Ado About Nothing," we have a good illustration of his growing ability to weave comedy and tragedy closely and harmoniously together. The scenes are full of intense action and interest is kept at a high pitch by the presentation of apparently inextricable difficulties. The wit of this play, while showing no loss in brilliancy and grotesquerie, is less readily understood and appreciated to-day, because it depends more on contemporary caricatures than do the other plays of this group. The character drawing is strong, indeed we often wish that the weak or evil natures of some of the characters, Claudio, for example, had not been so clearly brought out, for they leave behind them anything but a pleasant impression. While the play, by reason of its well unified plot, its quick movement and strongly drawn characters, marks a long step upward in the poet's progress, yet we do not feel that he put upon it the serious thought that is evident in the two last plays of this group.

"As You Like It" is one of the most popular plays that Shakes-

peare has written, and deservedly so. In the daintiness and sprightliness of its dialogue it recalls the poet of the "Midsummer Night's Dream," while the real value, poetical and philosophical, of the longer and more meditative speeches, bear witness of the riper genius, with a clearer insight into the realities of life. There is much of pathos in the play, but none of the more intense tragedy, while the love shown is sentimental in its character and does not reveal as much passion as does the plays just preceding it. The beauty of "As You Like It" is elusive and will not bear close analysis, but the play should rather be considered as a perfect whole, than in its separate parts.

We now reach the last of the group "Twelfth Night," the most finished of his comedies in diction and character drawing. By comparing this play with "Love's Labour's Lost" we can see how far Shakespeare has advanced in comedy writing. Opposed to the passionless wooden men and women of the first play, we have the love that is all enduring, working in characters that reveal constantly their innate nobility. The chief persons are more and more inclined to turn away from mirth, but the clowns make merry in the most boisterous and rollicking fashion to the end. True poetry has taken the place of bombast and noble sentiment replaces the fashionable feelings of the first play. With "Twelfth

Night" Shakespeare ended his real comedies, and in *Viola* we read his farewell to the past. Fancy now rules him no longer, but poetic imagination takes its place.

The next comedies are such only in name. Life had lost its glamour for the poet and he began to see the seamy side. "*All's Well That Ends Well*" and "*Measure for Measure*" show rather the impotency and folly of love, than its laughable weaknesses. The bitterness of justice and the powerlessness of man to attain the absolute Truth, are shown in "*Measure for Measure*," while in "*All's Well That Ends Well*," the pathetic endurance of a true love is painted with a vividness only too great. The very laughter is hollow and tells of concealed bitterness. We cannot help feeling that the rather incongruously happy endings were added only because the public clamored to be amused. The diction is strong and forceful and the romance element well and consistently maintained, but as comedies, these plays are not true to the principles that governed the work of Shakespeare's best years.

We cannot fully realize Shakespeare's genius until we compare him with his two best contemporaries,—Dekker and Ben Johnson. Johnson saw the same life that Shakespeare did, but through vastly different eyes. The follies that Shakespeare found amusing saddened Jonson, and he heaped upon

the perpetrators of them the most scathing anathemas of which he was capable. Instead of using his plays to lead men back to the right by gentle irony and pleasant good-comradeship, they became in his hands scourges with which he attacks his fellowmen mercilessly. The humor is sickening, the characters revolting, and we turn in disgust from this man who saw nothing good or praiseworthy in his fellows. The diction is forceful and the plots simple and probable, but the characters are too hideous to be redeemed by any mere technical perfection in their presentation.

Between the sympathy of Shakespeare and the bitter sneers of Jonson, stands Dekker, jovial laughing, but superficial. He makes no pretense of being a reformer, but writes to give pleasure alone. Around a plot much more complex than Jonson's he builds a pretty amusing play, showing life among the common classes of Elizabeth's London, showing it very well too, although the characters are but slightly individualized. We enjoy them, but they never become to us the real living, breathing men and women of Shakespeare, with their human joys and sorrows. Dekker's dialogue is natural and spontaneous and possesses genuine humor. The great qualities lacking in him are insight and sympathy, two qualities that made Shakespeare what he was and is, the unattained ideal.

## RECENT HELPS IN TEACHING LOCAL PHYSICAL GEOGRAPHY IN OHIO.

BY LEWIS G. WESTGATE, DELAWARE.

The teacher of physical geography in any of the schools in Ohio finds the volumes of the Geological Survey of Ohio an excellent introduction to the study of the local physical geography. For such a study, the start should be made with the county reports in Vols. I-III of that survey. Very often the special reports in the later volumes will lend valuable side assistance. But the value of these reports is well known. They were liberally distributed at the time of their publication, perhaps too liberally, and if not now in possession of schools desiring them, can be easily obtained second-hand. Certain other publications of recent issue, however, which also help greatly to the understanding of local conditions in Ohio, are not so well known. Of these there are two which are of very great value to any teacher of physical geography in the state. They are the topographic map of Ohio, and two publications on the glacial geology of Ohio.

The State of Ohio and the United States Geological Survey are now making a joint topographic survey of the state, and the map is being published as fast as completed. It is to be on a scale of

one mile to the inch, and will show not only rivers, roads, towns, and even houses, but by contour lines, which are explained on the back of each sheet, will give the approximate elevation of all points in the state. As the scale of one mile to the inch would make a map twenty-one by nineteen feet in size, it is necessary to divide the map into sheets. Each sheet, which is bounded by meridians and parallels of latitude, covers one-fourth of a square degree, makes a map about seventeen and one-half inches long by thirteen and one-half inches wide and is named from the principal town on it. Some two hundred and nine sheets will be necessary in order to cover the whole state, and it will take several years to complete the work. Substantial progress has however, already been made; over thirty sheets have already appeared. These sheets can be obtained by sending to the Director of the United States Geological Survey, Washington, D. C. They cost five cents each. If one hundred or more are purchased at one order, either copies of the same sheet or of different sheets, the price is two cents each. The Director of the Survey will also send free an index-map



which gives the location of the sheets, and indicates those already published.

At present the published maps comprise a small area about Cincinnati, a large area in the center of the state about Columbus, a number of sheets about Wooster, Akron, and the upper Ohio, while along the lake shore the whole region is mapped from Toledo to Cleveland. Each of these four areas illustrates a separate characteristic geographic form, which should not only be known to the scholars who live in that part of the state, but which should be used as an illustration in teaching general physical geography in all parts of the state.

The geographic features thus illustrated are as follows:

The East and West Cincinnati sheets show a maturely dissected topography developed from a formerly level plateau (elevated peneplain) now standing 900 feet above sea-level. They also illustrate certain features of river valleys which have been appealed to as evidence that drainage conditions were formerly very different from to-day throughout southern and eastern Ohio.

The sheets so far published from the eastern part of the state resemble the Cincinnati sheets in showing a thoroughly dissected upland.

The East and West Columbus, Dublin, Delaware and Westerville sheets, all from Central Ohio, show

the even glacial hill-plain which is the important geographical feature of the northwestern quarter of the state. This plain is in a state of topographic youth, since the main streams, such as the Scioto and Olentangy, have cut but a short distance below the level of the plain, and there are broad flat areas between the streams not yet reached by tributaries and often swampy in spring unless tile-drained.

The complete series of sheets along the lake shore between Toledo and Cleveland are exceedingly instructive. Among many features which they show which might be named are the following: (1) The young lake plain, which is the till-plain further smoothed by lacustrine deposits during the expanded stage of Lake Erie, and which is young since present streams have altered it but little; (2) a flat shore between Toledo and Huron, almost unchanged by wave-action; (3) old ridges or lines of spits and beach formed when the lake stood higher than at present. These latter are shown beautifully on the Sandusky, Vermilion, Berea and Cleveland sheets.

When maps of this character can be had at \$2.00 per hundred they should be obtained for school use in large numbers. They can either be used separately, or groups of sheets can be mounted on cloth to illustrate particular features. It is surprising the dealers have not issued them, mounted, for road-maps.

Similar maps in foreign countries cost, as a rule, ten to fifteen times as much as those published by our own government, and it is a matter for satisfaction that one of the most valuable resources of the teacher of geography can be had so cheaply.

It has been already pointed out that the volumes of the Geological Survey of Ohio will be the first resource of anyone who wishes to familiarize himself with local physical geography in any part of the state. But the county reports in those volumes were published thirty years ago. Since that time great progress has been made, and this is especially true of glacial geology. We now know more of the action of the continental glacier, which extended south of the lakes until it had covered half of Ohio. We are better able to interpret the deposits which it left. And this new information is of especial importance to the teacher of physical geography, because physical geography deals with the form of the land surface, and in one-half of Ohio the finishing touches of that form were made by the glacier. This new information is, of course, summarized by the recent text-books, but there are two recent publications which should be in the hands of every teacher of geography in the state, because they include results which in part have not gotten into the text-books, and because they go into detail with reference to Ohio. These publications are *Leverett's*

*Glacial Formations and Drainage Features of the Erie and Ohio Basins*, published as Monograph XLI by the U. S. Geological Survey, *Tight's Drainage Modifications in Southeastern Ohio and Adjacent Parts of West Virginia and Kentucky*, published as Professional Paper No. 13 by the Survey. They may be obtained from the Director of the Survey. The latter can be obtained in paper form. The former costs, in cloth, \$1.75. It can probably be obtained through a member of Congress, in paper, free.

Leverett's book brings the subject of glacial geology in Ohio up to date. Its maps and descriptions cover the drift era of the state; and with this book and the usual texts, especially Chamberlin and Salisbury's *Geology*, Vol. I, with its excellent chapter on ice work, one is in a position to go on to a clear understanding of the story of the Ice Age in Ohio, so far as it is now known. The book also contains a complete bibliography of the subject.

Tight's paper is a summary of certain studies which have been in progress for some years along the border of the drift area and to the south. These studies have shown that important changes have taken place in the direction of stream flow during the glacial period. Such changes would of course be expected in the region covered by the ice, but it is found that the glacier indirectly changed stream

courses by blocking the lower course of northward flowing streams and compelling the middle and upper parts to find new lines of discharge. Changes of this kind occurred sometimes many miles south of the extreme southern limit of ice extension. The most interesting single result of these studies is to show that our greatest river, the Ohio, which by some writers has been thought to date far back in geological history, was not in ex-

istence until after the commencement of glacial time. The paper is of the utmost importance to the teacher of physical geography because certain striking physiographic features, such as narrows along stream lines, high-level "flats," rock benches, etc., which are of common occurrence in southern and eastern Ohio, are unintelligible without the explanation which Tight's paper gives.

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## THE GUN AND THE BULLET.

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BY J. A. CULLER, OXFORD.

A statement is made in physics that a gun and the bullet shot from it have the same momentum, but that the energy of the bullet is greater than that of the gun.

Judging by inquiries that have been made, this statement has confused a number of readers.

To understand the matter, one must first have a clear conception of *impulse*, *momentum*, and *work* or *energy*.

Impulse is the product of *force* by the *time* during which the force acts. The impulse of 5 pounds acting for five seconds is one-fourth as great as the impulse of 10 pounds acting for 10 seconds.

When one pushes a car along a track, it is not only the force which he exerts but the time during which

he exerts it that gives the car its motion.

$$\text{IMPULSE} = \text{FORCE} \times \text{TIME}.$$

Momentum is the amount of motion. It is the result of the impulse. It is measured by the product of the mass by the velocity of the motion.

$$\text{MOMENTUM} = \text{MASS} \times \text{VELOCITY}.$$

Since the impulse produces the momentum, the impulse equals the momentum. For example, a force of 10 dynes acting for 10 seconds will give to a mass of 10 grams a velocity of 10 cm. per sec., or will give a mass of 5 grams a velocity of 20 cm. per second.

$$\text{IMPULSE} = \text{MOMENTUM}.$$

Work is the operation of over-

coming resistance through space. It is measured by the product of the *force* by the *distance* through which the force acts. Energy is the ability to do work and is measured by the same units.

When, now, a charge of powder is exploded in a gun, it exerts a force which will give the bullet a motion in one direction and the gun a motion in the opposite direction. The action and the reaction must be equal but in opposite directions. The force from the powder continues until the bullet reaches the end of the gun. Therefore the impulse upon the bullet is equal to that upon the gun.

The momentum of the bullet must, then, be the same as that of the gun.

Suppose the bullet weighs 1-16 lb. and leaves the gun with a velocity of 1600 ft. per sec., then if the gun weighs 10 lbs. its velocity will be only 10 ft. per sec. *In one second the bullet will move 1600 feet while the gun moves 10 feet.*

If the same force which produced the motion of the gun and bullet be now applied to stop them, the same length of time will be required in each case, for this impulse is applied in overcoming the effects of the former impulse. During this time, however, the bullet will pass over a much greater space than the gun does, because its velocity is much greater.

Now recall the fact that energy, or work, depends upon the *force* and the *distance* through which the force is exerted, and it is seen that the force employed to stop the bullet will move through a much greater distance than the same force employed for the same time, moves through while it is bringing the gun to rest. Consequently the bullet will do more work than the gun does.

How the energy of a moving body depends upon its velocity, may be illustrated as follows:

Suppose a car moving on a smooth track with a certain velocity. A certain force applied in a direction opposite to its motion will in a certain time bring it to rest. Now start the car again but with twice the velocity. The same force must then be applied twice as long to bring it to rest. So the time and the velocity are each twice as great. The distance is then *four* times as great. That is, the car by virtue of its doubled velocity will have four times the energy. By similar reasoning, it is seen that when the velocity is three times as great, the energy is *nine* times as great. When the velocity is four times as great, the energy is multiplied sixteen times, and so on. In other words, the energy of a moving body varies directly as the square of its velocity.

## THE METHOD OF THE RECITATION—PRESENTATION

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The second step, "how individual notions should be presented," is usually called presentation. The discussion of this step centers about three plans of procedure, the lecture, the text-book, and the development method. Something is found in each of the first two to commend, but the development plan has the preference, because it utilizes the best parts of the other two and is based on a sympathetic relation between the teacher and the child in which conversation plays a leading part. This appears to be an attempt to describe the work of a very good teacher in terms of a method, and, if this is the case, it is all the better for our purposes. The lesson on the British Isles brings out the strong points of the plan as also does the literature lesson based on Robinson Crusoe and the history lesson on the Battle of Bunker Hill. In all these lessons we find that the child is called upon to deal actively with the material presented to him. The extent to which this can be accomplished, keeping within the limits of the lesson, is one test of good teaching.

But McMurry finds a psychological standard by which to measure all methods. It is the best method which secures the dove-tailing of the new to the old in the best way and to the highest degree. The lec-

ture method fails because it is the pouring in process and the text-book plan because it does not connect the subject with the individual experience of the child. It hardly seems wise to go into a discussion of the comparative merits of these plans, but if some reader will write a defense of the lecture plan and another of the text-book plan we may be glad to make use of such articles in a subsequent issue. It has been suggested that McMurry is not quite fair to these methods, not giving them credit for the legitimate use that is made of them in instruction.

Independence cultivated prepares for life, and our method should not be out of harmony with this thought. The pupil must be more than a receiver. He must be a producer and lead an active life. These are supposed to be some of the fruits of the development method, the method of Socrates, and the one recommended to us, but which can not always be used because (1) not everything can be developed; (2) it is an extremely difficult method; and (3) the intellectual treasures of the past lie locked up in books. These exceptions are nearly broad enough to throw open our field of choice almost as wide as it was before. Here surely is a place for us to exercise the widest freedom.

In at least one step out of the five authority fails to settle our problem and leaves it to our "best discretion."

However, as the development plan is the sharpest and most efficient tool we must learn to use it if we are to be expert teachers. We see at once that success in using it depends largely upon our skill in the art of questioning, and for this there is no rule and no guide but experience, but we may be greatly helped by noticing the kinds of questions asked in the illustrations given. Are these similar to those we would ask? We are soon to give a lesson on a certain subject; what are some of the questions we shall ask? Compare them with the questions in some illustrative lesson of a like general character. Which are

the most thought-stimulating? We may say that our best questions are thought of only when before the class. This may be true to an extent, but there are certain *essential* questions, and we should take good care that none of these are omitted or handled unskillfully. If these essential questions are presented in the right order, eliciting the proper response from the class, the subject will seem to grow signifying that we are using successfully one of the sharpest tools in our pedagogical tool-chest.

It was comforting to be told that we need not hurry over subjects, but take the time needed as long as none is wasted. This permits fuller picturing, more interest and aroused activity on the part of the pupils.

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## HOW TO DEVELOP THE CONVERSATIONAL POWERS OF PUPILS.

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BY EMMA YOUNGLOVE, VENTURA, CALIFORNIA.

"Mae, what color is your chicken?" "Black and red," comes the little one's answer. Shall the teacher exclaim in an effort to set the child right, "Oh, no, Mae, black, not red. Where is the chicken red?" Suppose instead she says brightly, "Yes; where is the chicken red, Mae?" By such means she is more likely to enable the sensitive little girl to carry on the conversation

with a bit of self-revelation which is both enlightening and entertaining, "That thing on top of its head is red."

Nowhere does Pestalozzi's famous dictum, "We must live with our children," find better application than in reference to developing the conversational powers of our pupils. The old-fashioned "boarding around" had much to commend

it in this direction. It is when talking freely with their elders that the little ones are in a mood to imitate the best in conversation. Recreation times upon the playground afford special opportunities. Then children are prone to utter themselves upon the themes which lie nearest their hearts. Now one of the cardinal virtues of conversation is interest. Every one 'talks' best upon a subject in which he is interested. The listener is often carried along by the enthusiasm of a speaker upon a subject of no inherent interest. Let us, by all means, cultivate the liking of our pupils to express themselves freely upon topics for which they really care, whether or not these are connected with the daily tasks of the school room. A teacher in a secondary school was surprised at the descriptive powers exhibited by a boy under her charge, when one day after school she asked him to tell her about "Buffalo Bill's Wild West Show," which he had attended. She had never before found a theme in which he felt a vital interest.

The practice of chaperoning children's parties and sharing their social pleasures, gives the teacher access to their lives at a strategic point. Sometimes the teacher can direct the order of entertainment. Conversation parties are good. One teacher planned a conversation social for a mixed gathering including many pupils from the upper grades and the high school. Top-

ics of intrinsic interest to the youthful guests were chosen, an attractive scheme for mating partners was adopted, and decorations and other accessories contributed to the enjoyment. Years afterward several of those present alluded to the occasion as the pleasantest social they ever attended. Many old-fashioned games are wit sharpeners, and are worth cultivating among our young people of the present. Conundrums; the game of twenty questions; proverbs; charades; flesh, fish, and fowl; and a host of similar games develop mental alertness invaluable in repartee. The avidity with which a party of girls will seize upon the idea of "old-fashioned games" for an afternoon's entertainment is surprising, and the unanimity with which the girls will call for them again at the first opportunity affords food for thought.

School sessions, perhaps, do not afford the most favorable conditions for this phase of the pupil's education, but they, too, furnish opportunities of their own. Topical recitations cultivate fluent speech. One teacher occasionally writes upon the board such topics as the recitation content may offer. A pupil is asked to choose one of these and talk upon it. When he has said what he can the subject is thrown open to the class for such comment or further information as they may be inclined to offer. Before interest in the subject quite flags a choice from the

list is offered to another pupil, and the discussion continues with a new theme. In some schools the conversation ideal might be more closely approximated by allowing the pupils on suitable occasions to select topics for such treatment from a wider range than the daily work affords.

Whatever familiarizes children with worthy subjects of conversation enriches their fund to draw from. For this reason, as well as on account of its ready adaptability to conversational methods in the school room, a few minutes devoted regularly to the news of the day, may be made valuable in cultivating conversational powers of pupils.

Nature study and, in secondary schools, laboratory work lend themselves easily to the same purpose.

An excellent plan was adopted in connection with supplementary reading in a school whose principal for many years was a reading specialist. From the fourth grade up every teacher's desk was supplied with a score of books carefully chosen to meet the taste of boys and girls in the room. Each pupil was encouraged to read some of these books. If a boy did not easily become interested in the first or second or third which he tried, he was not condemned nor was he required to read any one of them, but he was encouraged the more in his search for the right book and helped the more carefully to find one which he

could enjoy. Each pupil read his chosen book during the reading hour. When his turn came to read aloud came, he was expected to tell briefly the story to the point where the oral reading began. If his talk was interesting the eyes of other members of the class were withdrawn from their books without rebuke. Unless their attention was enlisted by the narration they read each for himself. If the narrator made his tale attractive, many calls for his book would follow. This exercise, besides creating an interest in reading, gave practice in story telling, enlarged vocabulary, widened the range of topics for talk, and opened the world of books as subjects of converse. It paved the way, also, for out-of-school comparisons of these same carefully selected books.

A sixth grade teacher played "What is it like, and why?" engagingly with her pupils. She was teaching similes, but she was also giving ability in repartee. When the questioner entered the room, where the scholars had decided upon lace curtain, and put his question, one answered, "It is like a murderer, because it is hung." Another replied, "It is like John Goodman," who had just returned to school after a long illness, and assigned as a reason, "because it is thin." If the wit was not all of a high order, at least the average was high for children of that age. Other bright games may sometimes find a



place in the school room, as "My minister's cat" in teaching adjectives, and "Pro and con" as a word exercise. Such games increase vocabulary and cultivate quickness of thought and speech.

A woman with whom the guest of honor rarely fails to enjoy conversation, often wonders how much she owes to a teacher who would occasionally say, "Now, girls, I will talk to you about my trip abroad if you will ask me good questions. It will not do any good to say, 'Tell us all about it,' for I shall not do it." At the time this girl often felt keenly her inability to ask "good" questions. Later she valued the practice in attempting it and the frequent reminders of the difference between questions that are suggestive and those that are not. The ability to listen well is often extolled, but the power to draw out another in conversation by skillful questions is a higher art.

Much of what is best in education must be gained incidentally. This is true of conversational power. Whatever cultivates the pupil's habits of observation enlarges the fund from which he may draw for intelligent conversation. Whatever encourages general reading, especially reading of newspapers and magazines, and of history and literature, enriches the mental treasures available for the same purpose. Whatever brings him into association with cultured people both increases the stores of his mind and gives him models in the art of conversation. Indeed, the teacher's greatest opportunity for usefulness in teaching this art is by example. Whatever stimulates the effort to please, develops a courteous spirit, and cultivates a winsome personality, contributes to success in the fine art of conversation.

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### YEAP — AN IMPROMPTU.

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BY SARA W. FEATHERSTONE, TOLEDO.

Karl came into school one day with a little downy chicken.

My beginners rose as one man and flocked around him making those little endearing sounds peculiar to children when they see a chicken, a kitten or a baby, anything.

For a moment I felt tempted to send the little peeping visitor back to its coop. But Karl had been home sick the day before, and I thought a "Chicken Play" with his pet as star performer might make him and the other children feel more at home in their new school.

So I took little Yeep (Karl told us it always said its name was "Yeep" when he asked it) and said to the children, "If you will take your seats and keep so quiet that you won't frighten Karly's little friend, it may stay and we will play with it. All our lessons will be about chickens." This appealed to them at once as something worth trying for.

When the half hundred had thundered into seats — few finding the ones I had carefully assigned them — we had a little informal talk on chickens in general and Yeep in particular.

Sammy had never seen a really, truly chicken before; Harold had once seen a live hen-chicken at the grocery, sticking its head out of a box with equals (slats) on it; Lucile's uncle had two roosters that "fought;" John's grandpa had a hen that went crazy; Helen once had a banty and her papa made a "scoop" for it with a nest in, and one day it laid a tinesy little egg.

Karl rose up with important air and said: "Out in the country where Yeep came from they is *mil-lions* of chickens that lays *bushels* of eggs every day, and they put them in tincubators and they hatch into chickens. Aunt Minnie brought Yeep a little brown chicky from the farm. She left the mamma hen at home, so I have to feed Yeep and Brownie."

At this point Karl made a wild dash across the room, practically clawing the air. The children

watched him breathlessly. With a spring he exclaimed, "There, I caught it!" Then, by way of apology, "you see Yeep has to have flies to eat; he cries when he is hungry."

After the victim had been offered and greedily accepted, the spell-bound little audience settled back with a sigh.

In the momentary lull I went to the black board and with the broad side of the chalk drew a chicken coop and sketched in a hen behind the bars. This I used for a phonogram drill, writing a large en above it. The children sounded the letters (ě-deaf boy, n telephone sound-) and found the hen's name to be Mrs. En. I then outlined five little chicks and on each wrote one of these consonants — B, m, h f, t. The sounds were given (both sound, mooing cow, panting dog, cross kitty and ticking clock) followed by the sound of the hen's name. When they made out a name I wrote it over the chicken it belonged to. After a little drill on the en family I changed the hen's name to at, an, it and in and used the same work with each. Then I had all the pupils stand while I gave them the following verses and showed them the motions.

#### THE FIVE LITTLE CHICKENS.

Said the first little chicken, with a queer little squirm,  
"Oh, I wish I could find a fat little worm."

Said the second little chicken with a sharp little shrug,  
 "Oh, I wish I could find a fat little bug."

Said the third little chicken with a sharp little squeal,  
 "Oh, I wish I could find some nice yellow meal."

Said the fourth little chicken with a small sigh of grief,  
 "Oh, I wish I could find a little green leaf."

Said the fifth little chicken with a faint little moan,  
 "Oh, I wish I could find a wee gravel stone."

"Now, see here," said the mother, from the great garden patch,  
 "If you want any breakfast, you just come and scratch!"

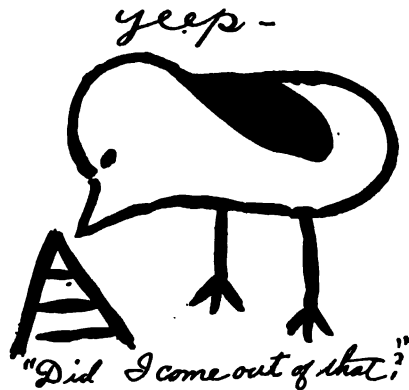
After repeating it in concert several times with the gestures, I chose my biggest girl for the mother hen and five smaller children, boys and girls, for chickens, gave each a phonetic card with one of the blackboard chick's letters on it. The hen had the en card.

I told the mother to call her children by sounding the names of their letters, and when they heard their names sounded the chickens must answer by saying their mother's name and run to her. Then one of the other chickens in their seats (for we were all chickens now) might guess the whole name of the

little chicken that was called. It worked beautifully.

After trying this game for a few moments, I said I would open the barn yard gate (the windows) and let all my chickens fly around the green garden patch quickly for exercise and fresh air, and perhaps we should find a worm, bug, stone or green leaf to eat. Then we settled down to the more serious work of the morning.

Our reading lesson consisted of the following sentences which I wrote on the board as the pupils told the "story" from observation, plus a little (?) imagination:



DRAWN BY WILLIAM CARNAHAN, AGED 6

#### STORY OF PEEP.

I am a chicken. I have a crop.

I am a little chicken. I have a bug in my crop.

I am a baby chicken.

I can say "yeep, yeep." I have a worm in my crop.

My name is Yeep.

I have two (2) eyes. I have a stone in my crop.

I have two (2) feet.

I have two (2) wings. I have a green leaf in my crop.

I have one (1) bill.

I have a little coop. I like you, Karl.

#### NUMBER LESSON.

We were studying the number two. Below are samples of the little problems the children made up about Yeep:

"I had one little chicky and it ran away, then I had none, because  $1 - 1 = 0$ ."

"Karl had two little chickens at home. He brought one to school and there was one left at home, for  $2 - 1 = 1$ ."

"There were two baby chickens on the farm, and Karl's aunt brought them to town, then there were none left in the country,  $2 - 2 = 0$ ."

(Karl protests. They was hundreds left.)

"Karl has one little chicky at home and when he takes Yeep back he will have two, because  $1 + 1 = 2$ ."

"Two little chickens were hunting for bugs, one ran to the mother hen, then there was one,  $2 - 1 = 1$ ."

"Two little chickens were in a coop, two ran out, then there were none,  $2 - 2 = 0$ ."

"I had one little baby chicky and it died and went to be an angel

chicky, so now I haven't any, because  $1 - 1 = 0$ ."

"If Yeep and Brownie ran away and got took up in the patrol wagon Karly wouldn't have any chickens, because  $2 - 2 = 0$ ."

I will spare you further conceits.

#### CHICKEN DAY DRAWING LESSON.

With the sticks from their little boxes of drawing materials, they laid chicken coops on their desks. then with charcoal and paper they "took" a picture of Yeep (posed on my desk). On the same paper they drew a picture of the little coop they had made for him with sticks.

After the drawings had been collected and sticks put away, more paper and scissors were passed and the children cut out chickens and coops.

#### CHICKEN DAY WRITING LESSON.

Our letter for the day was C. After practicing the capital and small one I wrote Chicken coop on the board for them to copy, instead of "Cat," as planned.

Last thing in the morning I told the story of Chicken Little, a tale of no moral, but of many thrills to children.

#### THE TALE OF CHICKEN LITTLE.

Once upon a time there was a little bit of a chicken. Such a tiny one that its mother called it Chicken

Little. One day this baby chicken was out in the garden scratching for bugs or worms for its breakfast. While it was hunting under a rose bush, the wind blew a rose leaf down and it fell right on Chicken Little. Now she was such a wee little thing that her feathers hadn't grown yet, so the rose leaf felt very heavy and gave her quite a shock, and she did just what all babies do when they are frightened — ran to her mother — who asked her what was the matter. "Oh, Hen-Pen," she peeped, "the sky is falling down!" "Why, what makes you think so?" clucked Hen-Pen. And Chicken Little said, "I saw it with my eyes, I heard it with my ears, and part of it fell on my tail." Then Hen-Pen was frightened and clucked, "Let us find Duck-Luck and tell her. She may know what to do about it." They found her swimming around in a pond and called to her, "Duck-Luck, the sky is falling!" She came waddling out to them quacking, "Why do you think the sky is falling?" And Hen-Pen said, "My baby, Chicken Little told me," and Chicken Little said, "I saw it with my eyes, I heard it with my ears, and part of it fell on my tail." Then Duck-Luck quacked, "Let us find Goose-Loose." They found her paddling around in mud puddle with her little red rubbers on. They called to her, "Goose-Loose, the sky is falling." Now she was a silly old goose, and that scared her nearly to

death, and she began to hiss and squawk. "How do you know the sky is falling?" Duck-Luck quacked, Hen-Pen told me." Hen-Pen clucked, Chicken Little told me and Chicken Little peeped, "I saw it with my eyes, I heard it with my ears, and part of it fell on my tail." "Come," squawked Goose-Loose, flapping her wings, "let us tell Turkey-Turkey about it. They couldn't find her at first, and had to call and call. Finally they heard her gobbling up in a tree where she was hiding from the farmer, for it was nearly Thanksgiving time. "Gobble, gobble," she said, meaning "What's all that fuss about down there?" and they called up, "Come down Turkey-Turkey! Hurry! hurry! The sky is falling!" So she came hopping and flopping down, gobbling, "Why do you think it is falling?" Goose-Loose squawked, "Duck-Luck told me" Duck-Luck quacked, "Hen-Pen told me." Hen-Pen clucked, "Chicken Little told me," and Chicken Little peeped, "I saw it with my eyes, I heard it with my ears, and part of it fell on my tail."

Turkey-Turkey turned a bright turkey red with fright, and gobbled, "All come with me." She didn't know where to go or what to do, but as they all came to her in their trouble she felt that she must help them some way or other. She ran to the barnyard gate which the farmer's boy had carelessly left open. They all followed her running, fly-

ing, squawking, quacking and clucking.

Right behind the gate their very worst enemy was hiding. Fox-Lox seeing the gate open was waiting his chance to slip in to steal a nice fat fowl for his dinner. What was his surprise to see them all running out of the yard right up to him, instead of screaming and flying away. Being a crafty fellow he did not show his surprise, but said in his softest voice, "Good morning, ladies. What seems to be troubling you? Can I help you?" They fluttered around him. "Help! help! The sky is falling! Tell us where to hide Fox-Lox." He smiled to himself, and said, "Ladies, come with me. I will protect you with my life. I know a safe place for you to hide," and he led them to his den. On the way they told him in a chorus of peeps, clucks, quacks, squawks and gobbles how they knew the sky was falling. He was wise enough to know it was not so, but let them think they were in

great danger, so they would be glad to go with him.

When they came to his den, he threw the door wide open, saying politely, "Walk right in friends; the sky can not fall on you here." They pushed and crowded, nearly falling over one another in their haste to get in.

When the last one had tumbled in, he closed the door and made a low bow, saying: "Welcome to my Thanksgiving dinner." They looked all around but saw nothing to eat. Then Fox-Lox laughed aloud for very joy. "Ladies," he said, "*You* shall be my Thanksgiving dinner." And beginning with Chicken Little, who was young and very tender, he ate up every one of them. The end.

POST SCRIPT (or better, *post mortem*).—Peep died the day after his day at school, doubtless joining the other "angel chickies."

Verdict.—Overdose of education.

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IN mixing the ingredients for a good teacher, take a plenty of chastened mentality and mix this half-and-half with sunshine, then add one cup sugar, a pinch of ginger, but be very sparing of the pepper, please.

\* \* \*

BEFORE we break forth into a torrent of scolding we ought to make sure that the child is free from all physical defects—that his hearing, his sight, and all other senses are in perfect order. Then

if we inquire into the home life we may find that our desire to scold has evaporated.

\* \* \*

IF there is a bit of good work that should be done and we set about doing it of our own accord we get far more pleasure from the doing than if we wait till some one has asked us to do it. This is true of pupils also. They should be accorded the privilege of doing right things on their own initiative.

\* \* \*

ARBOR Day is coming on apace and every school in Ohio should be making something of it. A booklet is in process of preparation by Commissioner Jones which will be sent on in ample time, but we shall do well to begin making our plans early so as to be ready for this booklet when it appears. The schools can well afford to devote at least one hour in the year to this important exercise.

\* \* \*

THERE is a school man who once upon a time failed of re-election in a town of a few hundred. Whereupon he borrowed a thousand dollars and went off to college where he completed his course. He is now superintendent in one of the large cities of this country and draws a salary that represents about as many thousands as his former salary hundreds. Sometimes a setback determines the sort of stuff a man has in him. In this particular

case the failure was the best thing that could have happened, in that it developed the latent man.

\* \* \*

OUR teachers of English and United States history in the high schools are lamenting the fact that English history is not a required study in all our high school courses, and their contention is altogether reasonable. No pupil can get the most from the study of English literature who does not know the history of England, and no student of United States history can fully come into a knowledge of the subject until he has traced it back to its sources in England. This is a matter worthy the careful attention of all who have to do with making courses of study for high schools.

\* \* \*

THE proposition to give state aid to those schools that can not raise sufficient funds upon the legal levy should meet with hearty approval. The children in those districts have every right to the privileges of good schools and these privileges should be accorded them. They are, in no wise, responsible for conditions that exist, neither can they emigrate to more favored localities, and hence the righteous necessity for providing for their education. In all our state improvements we regard the state as the unit and this principle should obtain in educational matters as well.

ALREADY there may be heard the far-away murmurings that betoken the commencement season and we are led to wonder what the character of the exercise will be. At these times there is always a fine opportunity for the teacher to guide pupils wisely that they may avoid extremes and give such speeches as young people ought to be expected to give. Commencement should be the occasion for inculcating a wholesome respect for the schools, and the teacher has this matter in his own hands. If he fails to pursue a wise, sensible course, he can charge up against himself the price of an opportunity lost.

\* \* \*

It is a righteous piece of legislation that relieves boards of education from the dictation of a board of review. These boards are elected by the people and should be responsible to the people for their conduct of school affairs. They know the needs of the schools and are quite able to gauge public sentiment, and, therefore, should be free to act within the limits of the legal rate of taxation. No fair man will withhold from Senator Meck his full meed of praise for his work in favor of this legislation, for it is a good piece of work. Senator Brandt, also, deserves great credit for his efforts in favor of the bill in the judiciary committee. The schools are fortunate in having friends at court.



MR. George Heaton is clerk of the board of education of Parkersburg, and in his official capacity is thoroughly conversant with the needs and workings of the schools. Be it said to his credit that he is in full sympathy with the teachers in their efforts to work out their ideas up toward their ideals. He does not regard the teacher as an underling nor as a pensioner upon the bounty of the board, but rather as a useful public servant who deserves all honor for her efforts for humanity. He believes that she earns all the money she receives and more. Furthermore, he believes that every parent owes a debt of gratitude to this teacher for her faithful services in behalf of the children, and, therefore, the homes.

\* \* \*

Now and then one comes across a teacher whose whole life seems to be a protest against existing conditions. The course of study is wrong, the school building is ill constructed, the board of education fails to provide necessary equipment, the teachers round about are inferior, and nothing is right but the teacher himself. The physician would probably call it indigestion, the philosopher might call it pessimism, but the sound-headed member of the board knows that it is sheer crankiness. Too much introspection is bad, but in such a case as this it might be well, unless the teacher is beyond redemption,

to have some introspection. This is a pretty good world, and the people all about us are pretty good people if only we have eyes to see.

\* \* \*

A PROMINENT city superintendent dropped into the sanctum and delivered himself in strong complimentary terms upon a little editorial that appeared in these pages some time since upon the subject of naturalness on the part of the teacher. In substance, he said that the superintendent must combat all the while the tendency toward unnaturalness. Many teachers speak in unnatural tones, sometimes amounting to a screech. If our pupils were visiting in our homes and we should speak to them thus they would rush out the door not to return again. But in the school-room we expect them to endure this same thing with complacence if not with a smile of beatific delight.

\* \* \*

A FATHER went to a superintendent to make complaint that his son in the second year did not bring his book home and get his lesson in reading. Then the superintendent, being a wise man, explained that reading should be something different from and better than getting a lesson, that even a boy in the second grade should read what he enjoys and because he enjoys it and not as a task that is set him to do. By way of illustrating the point the superintendent gave the father two

second readers, asking him just to mention them casually to the boy but not to urge him to read them. In two days these two men met again and the father said the boy had read through both readers. The father had learned a useful lesson.

\* \* \*

THERE exists in Ohio at this time a most fertile field that simply awaits intelligent cultivation and this field is nothing less than the opportunity to make vastly more of the pupils' reading course. In Indiana this is a large factor in the educational scheme and great good results from it. There are many good books published that are well adapted to this. Many of these books are read by pupils, but there are still thousands of pupils who would profit by an organized effort to give systematic direction to the right sort of reading in all the schools. There are nearly ten thousand teachers enrolled in the Reading Circle and these all would help on a like movement for the benefit of pupils.

\* \* \*

IF we read the signs of the times aright there is a strong demand for greater simplicity in matters pertaining to our Reading Circle, and we hope to see a change made at the forthcoming meeting of the board of Control. Three subjects represented and but one book on each subject is our contention, and this plan is sanctioned by teachers and

publishers almost without exception. The plan must commend itself by reason of its simplicity and fairness. Then the questions of the School Commissioner need not diffuse themselves over two books as at present, but would be confined to one and would profit by the change. We find no arguments against this plan, and very many in favor of it.

\* \* \*

THERE are indications that are unmistakable that the coming summer will be one of great activity on the part of the book men. That goes without saying in view of the fact that this is the year for the five year adoptions. The most significant indications are that the coming campaign will be made upon a high plane of honorable dealing. The days are auspicious when this is the case, and we congratulate ourselves that we see the dawning of a new era. Merit and clean work are sure to win in the end, while shoddy goods and trickery will be relegated to the back seat. Of course, there will be rivalry and sharp competition, but this need not deter men from honorable work. Boards of education are certain to put a premium upon square dealing.

\* \* \*

WONDER what our pupils say of us when they get home? Wonder if we are discussed at the supper table? Wonder if the parents are amused at the pictures the children

draw of us? Wonder if these children are our champions or our critics? Suppose they are our critics, wonder if we have given them a basis for their criticism? Wonder if some of our mannerisms impress them as humorous or even grotesque? Wonder if they reproduce our movements and expressions when we lose our tempers? At any rate, if we expect our work in the school to bear good fruit in the home we must have a care as to the sowing of the seed during school hours.

\* \* \*

THE proposed law establishing a minimum salary of forty dollars a month for teachers has much to commend it. If any people in Ohio regard this as too much to pay the teacher of their children then, it is evident, they care but little for schools at any price, and would be willing to see them abolished. Just how anybody can figure that a teacher can work for less than forty dollars a month is past comprehension. Barbers, bricklayers, policemen, blacksmiths, carpenters and other artisans get far more, just as they ought if they do their work well, and it is a great injustice to the faithful teacher to ask him to work for less.

\* \* \*

THERE is much room for speculation as to just what some of the city teachers would do out in a district school. In the city the teacher can

call upon the superintendent or principal for help, but in the country she must assume the entire responsibility. To be sure, there are times when the teacher and principal must confer in order to meet the issue, but, as a rule, the teacher who calls for help all the while is advertising the fact that she needs help, and the pupils are quick to note this fact, and this, too, to her prejudice. If this same teacher were in charge of a district school she would be compelled either to assert herself or to face disaster. Besides, that school would probably seek another teacher next year.

\* \* \*

THIS particular boy was regarded not only as the worst boy in the school but the entire community had him on the black-list. The principles of honor, honesty, veracity, and integrity were supposed to be wholly unknown to him. Hence, the ordinary punishments of the school produced no effect, nor did the ordinary appeals influence him in the least. He pursued his pernicious course with diabolical complacency. The teacher, therefore, was at his wit's end to know what to do. What he did finally was to give the boy five dollars and ask him to go out to get it changed! Whether boy and money would ever be seen again was problematical, but in due time the boy returned with all the money. That was the boy's salvation. He had been trusted.

WHEN the spell of invention steals over us again, if ever, we are bent on inventing a device for use in the arithmetic class. As it is now in many schools as soon as arithmetic is mentioned the children's hands begin to fumble for pencils as if, forsooth, without pencils there were no arithmetic. It seems not to occur to the dear, innocent creatures that arithmetic is a mental exercise. They seem to think, on the contrary, that it is the merest manual training. Hence our determination to invent fetters or manacles or handcuffs of some sort with which to bind the hands of the children during the recitation in arithmetic. We see no other way to exalt the head to its proper sphere of action. Afterwards we shall exploit the system as a great discovery under the caption "Arithmetic Without Pencil and Paper."

\* \* \*

OVER and over again it ought to be emphasized that the teacher's work should center in the boy and not in the subject. The subject in hand should be modified to suit the boy's greatest need as indicated by the greatest possibilities within him. When we have discovered what is best for the boy, for this particular boy, then we are ready to begin work in a definite way. If this course of study isn't the best plan for doing this, then it ought to be modified or another substituted for it. Every day in school is a vigor-

ous protest against the Procrustean bed idea — by which the boy is to be cut off or stretched out to suit some course of study previously planned. This boy is our problem — and nothing else in the school can possibly be made major.

\* \* \*

THERE are still a few people in Ohio who would retrograde to the old plan of conducting the country schools, but the number is either large nor specially potent. Ohio is conservative but when it has taken a step in advance it is quite tenacious. These few people must be given credit for honesty and sincerity, but they have certainly been unfortunate in not noting the progress that has been made under the present regime, and the evident intention on the part of the schools of Ohio to persevere until all have some sort of supervision. Our people already see the advantage of system over chaos in the management of the schools and there is small prospect of our receding to the old plan.

\* \* \*

THE schools of Cincinnati have taken on new life under the able direction of Supt. F. B. Dyer, and every teacher feels the inspiration and benefits of expert leadership. Salaries have been very materially increased and appointments and promotions are made solely upon merit. Recognition is given to all efforts looking toward self-improve-

ment, and every teacher is made to feel that whatever he does in this direction will have ample reward. Fully four-fifths of all the teachers have already done work in the University and the schools are all the better for it. A broader outlook, a dignifying of the profession, an exalting of standards, and more generous compensation — these are a few of the things that Supt. Dyer has to his credit.

\* \* \*

If a school cannot train its students to play clean, decent, honest, football, and abide by the rules of the games in all sports, how does it expect to turn out citizens who will abide by the rules in life's game? Here's a chance to prove that the character building quality of our schools is not all talky talk. Watch the cowards and incompetents fly to cover. — *Moderator-topics.*

\* \* \*

Not for years will the National Educational Association meet again on the Pacific coast, and, hence, the coming summer should be made the occasion for a visit to that part of our country by as many teachers as can possibly go. The meeting itself will be worth the trip for it is worth while to see and come to know the men and the women who are the real leaders in American educational matters. In addition to this, there is great profit to be gained by seeing this great country of ours. A trip across the Rockies, to the

Grand Canyon of the Colorado, into the Puget Sound country, through the Yellowstone Park — such a trip is well worth much sacrifice. The fare is reasonable and the time is most favorable, therefore, for a trip through the far West.

\* \* \*

It is not too early for teachers to begin planning for the flower season. In the country, especially, it will be comparatively easy to arrange beds of flowers in the school yard. The boys know where good, rich soil is to be had, and they are ever ready to lend a hand in such fascinating work. The girls will eagerly agree to furnish seeds and in the course of a few days the recesses and noonings will afford ample time for the planting. Later on every pupil will be anxious to get to school early to see if any of the plants are showing. Every warm shower will be welcomed and the sunshine will be esteemed a blessing. Conditions must be very adverse if such a plan is not feasible. This is one way of showing that there is a wide-awake teacher in that school.

\* \* \*

THE time for the meeting of the State Association is not so far away but that we may profitably give it a passing thought. Last year we had a great meeting and this coming year gives rich promise of being even better. Those who went to Put-in-Bay last year for the first

time had such a surprisingly good time that they are certain to return this year and take their friends along. Of course the stay-at-homes will never know how much they missed unless, perchance, they cultivate grace and faith enough to believe what others tell them. The only way to know what good feeling and fellowship obtains at Put-in-Bay is to go up to the island and sample. One taste and the mischief is done for life. Thereafter all is smooth sailing and nothing but downright misfortune can prevent a return.

\* \* \*

It was the first valentine she ever received and she still wonders how it all came. She thinks it may have been intended for some one else — but, really, it was laid upon her desk while she was seated there, and must have been intended for her after all. She is the new little girl at school, having entered after Christmas. She is timid, and the strange ways of the new school almost dazed her at times. Some of the studies she had never had and for a time the whole day's work was a sort of blur. But in course of time she began to see what was expected and tried to the utmost to follow directions. Nothing of all this escaped little Sharp Eyes across the aisle, and as he watched from day to day his sympathy was aroused. He could see evidences of poverty, and, hence, the quiet slip-

ping of the valentine upon her desk — the first she ever had.

\* \* \*

THE teacher probably regards this big hulk of a boy as a great unorganized mass of protoplasm, but this same big protoplasmic creature was slouching along in the evening with a companion and, apparently, in a sort of soliloquy delivered himself about as follows: "I don't think I can ever get along with that teacher. Why, she doesn't know the subject. In the recitation today she didn't know how to pronounce two of the proper names, and acknowledged that she didn't know how to spell one of the words. She said she'd look it up in the dictionary, but she won't. Why didn't she look it up right there or have some of us do it? I guess she thinks she can fool us, but she can't. I don't have enough confidence in her ever to learn much from her. I can't even tell whether the thing she tells me is right or wrong. Wish I had another teacher."

\* \* \*

THINKING of janitors, there isn't any such a being as a mere janitor. If he isn't more than that he isn't even a good janitor. Often we have found behind a broom or a coal shovel not only a man but a philosopher. When we step into our school of a morning, finding it warm as toast and clean as a pin, we do well to reflect that there is fidelity lurking about the premises

somewhere, that some one must have arisen very early this cold morning and worked vigorously in order to get matters in such ship-shape against our coming. If we, ourselves, as an experiment, would but take the place of the janitor for a few days during the cold weather we could better appreciate what it all means. A good janitor is certainly a valuable adjunct in the workings of the school.

\* \* \*

How unsightly that old ash-wagon is. The poor old rack-'o-bones of a horse that seems a grotesque parody on the whole equine race; the harness made up of odds and ends from widely divergent sources, straps, strings, rags, ropes, wire; the bridle with its swaying blinds beating against the poor nag's eyes; the horse, itself, poor, lame, decrepit, disconsolate, with under lip tossing to and fro, and straps and strings flapping about his emaciated body, the driver seated on the front end-gate, clad in raiment that would wrest an apology from Joseph's coat; and the wagon whose four wheels seem to be in the last throes of utter disagreement, each striving to go its own way with utter disregard to the others — while the ashes are filtering through the cracks of the wagon disfiguring the otherwise beautiful road. The picture is a familiar one, and may aptly illustrate the hap-hazard hodge-podge,

go-as-you-please, unsystematic style of school that happily is fast disappearing. The opposite of this picture is the modern motor-car that makes music as it goes, humming out its pleasure at running absolutely true, with every part in firm accord with all others. This represents the up-to-date school that really gets on and in doing so presents a pleasing picture to the eye and, indeed, regales all the senses with positive delight.

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A FULL meal of candy is not conducive to healthful growth, nor a meal of angel food, either, for that matter. Some good beefsteak is of importance, beefsteak an inch and a half thick, porterhouse steak, if you please, with the bone in the middle. Potatoes will be found nutritious also, and bread and butter. There are many other elements which as a *chef* we might mention in arranging a proper menu, but these will readily occur to thoughtful minds. We want the children who are to be regaled at this table not only pleased but also nourished. We would have them develop into strong, vigorous personalities capable of doing work, hard work when occasion requires. Hence our bill of fare must contain many of the substantials and not too many dainties. Among the substantials might be mentioned a generous helping of mental arithmetic.

**SUPT. W. H. KIRK.**

No one who has noted the onward march of school matters in Ohio and the men who are marching in the front ranks can have

his own rating among school men, and, in fact, he is always inclined to rank others ahead of himself. This is only another way of saying that he looks after his work and



SUPT. W. H. KIRK.

failed to see Supt. W. H. Kirk, of East Cleveland, for he is now and has been for several years plainly visible. He has not sought to become conspicuous, quite the contrary. Indeed he has been so busy that he has had no time to consider

allows others to look after his reputation. Like many other prominent school men in this and other states, he was reared on a farm and encountered all the experiences incident to a life in the country. His lot happened to be cast in Richland



county, Ohio, where he attended country school when he wasn't husking corn, feeding the stock, or looking after other matters of the farm. But he had aspirations, he dreamed dreams and when he graduated from Baldwin University in 1887 one of his dreams had come true. In 1900 he received the degree of M. A. from his Alma Mater. After graduating from college he became principal of the Richfield township high school, holding this position till 1891, when he was elected to his present position. At that time East Cleveland was small, but now there are 1,200 pupils and a corps of 40 teachers. In a few weeks they will dedicate the new high school building, whose cost is \$100,000, and it need hardly be said that this building takes high rank among the best school buildings in Ohio. Supt. Kirk is an elder in the Presbyterian church, clerk of the board of school examiners, member of executive committee of Cleveland Schoolmasters' Club, member of executive committee of the Ohio State Teachers' Association and President of the Northeastern Ohio Teachers' Association. He has enough offices to keep an ordinary man comfortably busy, but to see him at his regular school work it would seem that he had no thought for anything else. He "plans his work and works his plan" most effectively.

In all his dealings, both in school and out, he is straight and square,

and people always know just where to find him. His teachers and his people trust him implicitly and no one who knows him thinks him capable of sharp practice. He is genial and wholesome, enjoys a good laugh and is all the better worker because of it. No tricks, no subterfuge, no double-dealing, but fairness to everybody—this is his character and this accounts for his steady progress and the confidence placed in him by all who know him.

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#### THE PATH.

There are no beaten paths to Glory's height,  
 There are no rules to compass greatness known;  
 Each for himself must cleave a path alone,  
 And press his own way forward in the fight.  
 Smooth is the way to ease and calm delight,  
 And soft the road Sloth chooseth for her own;  
 But he who craves the flower of life full-blown,  
 Must struggle up in all his armor dight!  
 What though the burden bear him sorely down  
 And crush to dust the mountain of his pride;  
 Oh, then, with strong heart let him still abide,  
 For rugged is the roadway to renown,

Nor may he hope to gain the envied crown

Till he has thrust the looming rocks aside.

—*Paul Laurence Dunbar.*

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#### EDUCATIONAL NEWS.

—The Elyria high school keeps well to the front. The enrollment this year is 400, more than 22 per cent of the entire enrollment of the city. One hundred and thirty-four of these are enrolled under the Boxwell-Patterson law. In the lower grades about 70 more tuition-paying pupils are enrolled, preparing for the spring test for high school honors. This year's senior class is composed of 30 boys and 18 girls. The commencement feature this year will be a mock session of the state legislature. Two boys of the class will soon visit Columbus to gather material. The expense will be paid by the board of education. The school has outgrown the handsome stone building and annex costing \$40,000 is nearly ready for occupancy. The completion of the building will permit the manual training, sewing, drawing and normal training classes to move into more ample quarters, where a broadening of the work will be possible. A feature of the new structure is a game room 30x90 feet and 15 feet high. The science teacher, R. P. Vaughn, has charge of the athletics of the school and will be principal of the new building.

—“The Physical Nature of the Child” is the title of a very suggestive and therefore valuable book recently published by the Macmillan Company, Chicago. While the machinery of the schools has been largely concerned with mental development we have, in a way, been disregarding the physical child before us and this book will serve to open the eyes of the teacher to this phase and factor of school work.

—Mrs. Lora Bair Childs has been elected to a position in the Steubenville schools at a salary of \$500.

—Dr. H. W. Elson, of Ohio University has written a school history of the United States, which is published by the Macmillan Company. One of the charms of Dr. Elson's writing is its clearness and this book is no exception. He has a choice vocabulary of good Anglo-Saxon words which he knows how to use effectively. The book is certain to attract attention at once.

—William M. Reid has won his suit against the board of education of Muhlenberg township, Pickaway county, for pay for attendance at the institute and for janitor service. Judge Charles Dresbach rendered a very clear and able decision.

—Miss Mae Fouts, who has taught for several years in the Dayton schools, and with great success, has been elected as assistant

teacher of literature in the Institution for the Blind at Columbus.

—Township supervision has been inaugurated in Bath township, Allen county, and F. R. Mason elected superintendent.

—Manual training is now in full operation in the schools of Plymouth and the people seem to be quite enthusiastic in its support.

—The E. M. Stanton Women's Relief Corps, of Steubenville, will present to the Board of Education a flag for the new high school building.

—Prof. W. W. Boyd, in reporting to Supt. J. D. Simkins the results of his inspection of the Newark high schools recommends a new building and says, "You will not be able long to maintain the high standard of work for which Newark has been noted, unless the board of education and the people of the city can be induced to furnish proper equipment for the large body of students who are attempting a secondary education."

—J. E. Kean, of Canton, has been elected president of Alexander College, Burksville, Ky., and began work the first of the year. Already the results of his stirring activity are seen in a greatly increased attendance, in some departments double the former numbers.

—Prof. Jonas O. Notestein, who has given thirty-four years of unremitting service to the University

of Wooster, has been granted a year's leave of absence on full pay and will spend the time in Europe, leaving on the trip soon after commencement. This is a worthy recognition of a faithful teacher.

—The Fairfield County Secondary Association was organized Feb. 4 and the following officers elected: President, E. S. Ruffner; Vice-President, J. H. Horton; Secretary, Seth Hayes; Treasurer, C. C. Webb. Prin. Seth Hayes, of Lancaster, was the prime mover in the organization.

—At the monthly meeting of the Knox County teachers, Feb. 17, the speakers were Paul Lybarger, Supt. H. C. Fickell, Supt. W. W. Borden, Prin. J. S. Alan and Prof. J. H. Dickason, while Mrs. Baker furnished the music.

—Supt. H. R. McVay, of Sidney, gave the examinations in spelling and arithmetic which were referred to in connection with Newark in our February issue, and the results were altogether satisfactory. Indeed, it would seem that some of the grades even surpassed corresponding grades in Newark. At any rate these comparisons afford proof that we are not losing ground in these two branches.

—The University of Wooster, for the year ending January 1, enrolled 1,154 students, a gain of more than 100 over the preceding year. Work has begun on the \$30,000 addition to the library building,

the funds being given by H. C. Frick, of Pittsburgh.

— A teacher incidentally spoke of the subject of pedagogy and then asked for a definition of the term. The boy said, "Why, pedagogy is a sort of a myth."

— One of the causes that probably has contributed to the abandoning of the profession of teaching by men is the traditional notion that no man would enter upon the work as the business of his life. People have come to think that men enter upon the work as a temporary matter and will soon drift into something else. Hence, public sentiment has not demanded that they should be kept in the schools and that the compensation should be such as will induce them to remain. Latterly, however, there seems to be a growing conviction that teaching is a profession and that it may be espoused by a man of serious intention and a moderate degree of sanity. The reflection that the prominent superintendents and college presidents have come up from the ranks strengthens this conviction.

— Every teacher in Ohio is indebted to Senator Brandt for his able efforts in behalf of the Harlan bill, by which the sum of nearly \$200,000 is saved to the schools of the state. Senator Brandt made his initial speech in favor of this bill and this speech, together with the very able speech of Senator Howe

of Cleveland, showed the iniquity of the measure by which the schools had been despoiled of this large sum of money by auditors who were already well paid, many of them greatly overpaid. A more iniquitous scheme for looting the school fund can scarcely be imagined and to Senator Brandt belongs a large share of the honor of righting this grievous wrong. All the school men in both houses gave the Harlan bill loyal support.

— The Miami County Teachers' Association met at Covington, Ohio, Saturday, February 10. There was a large attendance of teachers, who were treated to an excellent program. The music for the occasion was furnished by an orchestra composed of the pupils of the Covington high school. Excellent addresses were delivered by Prin. R. W. Crist, Bethel township high school, on the Reconstruction Period; Dean H. G. Williams, of Athens, on Educational Ideals; and Dr. Austin M. Courtenay, Zanesville, Ohio, on "The Actual John Brown." All the rooms of the school building were open to visitors. From the display of work in them, it is evident that the public schools of Covington are kept up to a high state of efficiency by Supt. Bennett and his corps of teachers. The next meeting will be held at Ludlow, April 14.

— The next meeting of the North Central Association of Colleges and

Secondary Schools will be held at the Auditorium Hotel, Chicago, March 23 and 24. The speakers will be President Geo. E. MacLean, University of Iowa; Prin. Geo. W. Benton, Indianapolis; Dr. Frank Billings, University of Chicago; Dean J. H. Main, Iowa College; Director G. N. Carman, Chicago; Supt. E. L. Coffeen, Marshalltown, Iowa; Prof. Harry Pratt Judson, University of Chicago; Prof. A. S. Whitney, University of Michigan; Dean Thomas A. Clark, University of Illinois; Prin. Geo. E. Marshall, Sioux City, Ia.; Chancellor Chaplin, Washington University; Prin. F. B. Pearson, Columbus, O., and President Bryan, University of Indiana. Prof. J. V. Denney of Ohio State University, is secretary, to whom all communications should be addressed for details of the meeting.

—The following constitute the membership of the committee of the Allied Educational Associations: Dr. W. H. Scott, of the Ohio State University, representing the Ohio College Association. S. T. Price, Elmwood, the Ohio Township Superintendents' Association. Supt. E. L. York, Barnesville, the Ohio State Association of School Examiners. Miss Anna H. Littell, Dayton, the Ohio Kindergarten Association. Prof. T. K. Lewis, Ohio State University, Association of Art and Manual Training Teachers. Miss Lillie Faris, Athens, Ohio State Association of Elementary

Teachers. Prin. C. D. Everett, Columbus, Ohio State Association of Secondary Teachers. Supt. J. W. MacKinnon, Bellefontaine, Central Ohio Schoolmasters' Club. Frank S. Fox, Columbus, the Ohio Speech-Arts Association. E. L. Shuey, Dayton, educational department of the Y. M. C. A. Dr. E. P. Rice, Delaware, the Ohio Academy of Science. Dr. T. J. Sanders, Westerville, the Ohio Association of Teachers of Philosophy, Psychology and Pedagogy. Prof. Thos. E. McKinney, Marietta, Association of Medical Teachers. Prin. A. J. Willoughby, Dayton, the Ohio Branch of the American Historical Society. W. E. Kershner, Columbus, the Ohio School Improvement Federation.

—A midwinter musicale under the direction of Dr. S. S. Meyers was given at Miami University Feb. 12. The selections given by the Glee Clubs and the Miami Orchestra were greatly enjoyed by the large and appreciative audience.

—A high school pupil, the other day, gave out the information that Amsterdam is in Africa and the high school teacher wondered what grade teacher had helped the pupil to reach that conclusion.

—The mid-winter promotions brought such a large class of freshmen to the Troy high school that Supt. Brown found it necessary to employ another teacher. Arthur Parsons, son of Prof. Parsons, of

the Ohio Wesleyan, has been duly installed at teacher of history. The high school now has a corps of seven regular teachers, and an enrollment of 218, of whom 119 are boys. Certainly an evidence of a good school spirit when so many boys can be held in attendance.

— Miss Grace Green, principal of the Dayton Normal School, recently addressed the Normal students at Miami on "Ideals in Education." In the evening she gave one of her inspiring talks on "Birds and their Ways."

— The Wood County Teachers held an unusually good meeting at Bowling Green February 10. The speakers were L. D. Hill, Miss Olive Woodward, Prin. H. C. Deitrich, Supt. J. H. Bowman and Supt. H. H. Helter. Readings were given by Mrs Elizabeth Null and Miss Addie Westerfield. Mrs. N. D. O. Wilson, Miss Helen Waugh and the high school orchestra of Bowling Green furnished the music. In addition there was a spirited discussion of round table topics, and altogether the meeting was excellent.

— Miss Bessie Cleveland, who has charge of the drawing in the Parkersburg schools, has made an enviable reputation in her work and is proving herself a worthy representative of her native state, which happens to be Ohio.

— The new salary schedule in the Parkersburg schools provides a

minimum of \$45 in the grades, increasing to \$60. This schedule went into effect January 1 and gave quite an increase to many of the teachers. No objections were urged.

— Highland county has given to the country two United States senators, Senator Foraker and Senator Beveridge, and there is no other county in the United States that can claim a like distinction.

— The Mutual Aid Association, composed of Columbus teachers, has a fund of about \$8,000, which the members manage to increase about a thousand dollars a year in addition to paying sick benefits of five dollars a week.

— Hon. D. J. Schurr has been offered a position as cashier of a bank which is being organized at South Solon and will probably accept. However, he will not begin the active duties until he has made the trip to San Francisco in July.

— Dr. Oscar Chrisman has been made a special committee to examine into the whole question of a National University, and make a report to the Allied Associations at the next annual meeting.

— The Four County Institute was held at Bellevue, January 27, which was attended by a large number of teachers. Dr. C. C. Miller gave two excellent addresses. Miss Estelle Avery Sharpe, of Fremont, read a fine paper on "A Bit of Civics" and Prof. J. W. L. Jones, of

Tiffin, spoke most interestingly on "Play as a Factor in Educational Development." Excellent music added greatly to the pleasure of the meeting.

— W. F. Lady, formerly superintendent at Good Hope, is finishing his work for a degree in Ohio University and doing at the same time some teaching in the Athens high school.

— Miss Bird Helling, of Martin's Ferry, has been elected assistant in the high school at St. Clairville.

— Miss Lena Roling is making a fine record as primary supervisor in Parkersburg. Her superb enthusiasm is infectious and she finds ready followers in teachers and pupils.

— The officers of the committee of the Allied Educational Associations are: President, Prof. Thos. E. McKinney, Marietta; Secretary, Miss Anna H. Littell, Dayton; Treasurer, Supt. S. T. Price, Elmwood; Auditor, Supt. J. W. MacKinnon, Bellefontaine. The next meeting will be held at Columbus, Dec. 27-28.

— Supt. Frank E. Wilson, of Continental, in remitting for the *MONTHLY*, breaks forth into poetry. The ozone of the northwest probably stimulates the divine afflatus. We are always glad to see such joy in the process of paying subscriptions.

— The sixth grade of Fair avenue school, Columbus, recently purchased one of the beautiful flags that are to be had of the Mail Order Flag Co., of Anderson, Ind., and the little people are all quite elated.

— Senator W. L. Atwell has resigned his position as examiner in Licking county, and Supt. E. T. Osborne, of Summit Station, has been appointed to the vacancy.

— Supt W. F. Adam, of Nova, is working out the problem of centralization in his township and in this work is assisted by Miss Lona E. Ebersole, the primary teacher. All honor to the people who are carrying forward this good work.

— Supt. R. E. Rayman, of East Liverpool, in reporting to the board of education upon his inspection of the plan in vogue at Batavia, summarized as follows:

1. There are no pupils that fail to pass.
2. Children of the grades do not have to take home books to study.
3. The teachers are happy and so are the children.
4. Absence from school has been greatly reduced.
5. The grammar grades are as full as the lower grades, except for the difference in mortality.
6. Discipline nearly takes care of itself.
7. There is no scolding or sharp words for failure in class.
8. The work in all subjects in all grades is remarkably uniform, showing that there are no longer any backward pupils.
9. The high

school has doubled in three years. A word is to be said as to what the plan will not do. It will not stop persons from selling cigarettes to boys, but it will keep boys away from such influences a larger share of the time. It will not make a slow boy quick, but it will make him conscious that the race is not always to the swift. It will not fill a naturally timid girl with self-assurance, but it will give her courage and hope, and after all that is the greatest condition of success.

—Supt. S. K. Mardis, of Toronto, has issued a circular letter for the Ohio School Improvement Association setting forth the objects of the association, the methods of work, and urging the necessity of united effort on the part of all teachers in the state. He urges teachers to see the members of the Legislature in the interests of bills divorcing school elections from politics, providing for a minimum salary of forty dollars, and to establish a minimum requirement for all prospective teachers, to take effect September, 1910.

—Supt. H. S. Piatt, of Coshoc-ton, in outlining the work in arithmetic, gives certain work upon which there must be absolute accuracy before promotion to the next grade. It is good to have evidence of lime in a spinal column.

—The *Outlook*, in publishing "The Historians' History of the World," has done the most stupen-

dous piece of work ever undertaken in this field and it will be long before any publisher will attempt to excel this work. The work is written by the greatest historians in the world and the twenty-five volumes constitute a noble achievement.

—Prin. W. D. Porterfield has been promoted to the principalship of the St. Clairsville high school, to succeed Miss Dell B. Frank, who resigned because of ill health. Mr. Porterfield's successor is A. B. Lynn, of Barnesville. Both men are high grade and well worthy the promotion.

—Supt. J. W. Swartz, is doing a great work for the schools of Parkersburg and there are many elements working toward success. We all know that he is a leader, earnest, honest, sincere, and all this without ostentation. These qualities attract earnest people; and, hence, the members of the board stand shoulder to shoulder with him working to his plans and assuming their full share of responsibility. They are not trying to see how much money they can save but how much they can spend wisely for the advancement of the schools. They have no debt whatever, even though they are just moving into a new building that cost \$85,000. They have increased the tax duplicate from six to sixteen millions, and in future will have ample resources. Then, too, the teachers are a faithful band of workers and feel day



by day the inspiring influence of superb leadership.

— Supt. Charles Hauptert, of Wooster, and Supt. C. L. Martzloff, of New Lexington, each delivered two addresses at the Pickaway county association, February 10. Supt. Stanley Lawrence, of Ashville, was on the program also. There were exercises by the primary grade of the Circleville schools and the meeting was most excellent from first to last.

— Supt. H. T. Silvesthorne, of Logan, has about completed the program for the Lancaster Assembly, August 11-19. He has given it careful attention, as he does all his duties, and believes he has an array of talent that will draw the crowds and please them.

— Supt. J. V. McMillan and all the teachers of Marietta, have every reason to rejoice at the progress of the year. The new physical laboratory has given a fresh impetus to work in the high school and the manual training is emphasizing the fact in the minds of the people that the teachers are eager for the advancement of the children. The work in the grades is showing better and better as Supt. McMillan's plans develop under the hands of skillful teachers.

— The following Ohio people were on the program at the Louisville meeting: Supt. J. W. Carr, Dayton, Inaugural Address; Dr. W. O. Thompson, "The Effect of

Moral Education in the Public Schools upon the Civic Life of the Community"; Mrs. Sarah E. Hyre, Cleveland, "Woman's Part in Public School Education"; O. T. Corson, "The Superintendent's Authority and the Teacher's Freedom"; Supt. Wm. McK. Vance, "The Best Means and Methods of Improving Teachers Already in the Service"; John C. Eberhardt, member of Board of Education, Dayton, "The Examination of the Eyes of School Children."

— Supt. Fred V. Bouic, of Warrensburg, has conducted a course of lectures in his town this winter and has succeeded in crowding the house, thus showing that he has the qualities of a successful leader.

— Mr. Rees, a student of Miami University, has been supplying the place of Prin. Tholman of Ripley, who has been quite ill with typhoid fever.

— A. C. Harvey, of North High school, Columbus, is the author of the chapters on Ohio in "School Civics" by Supt. Frank David Boynton, of Ithaca, N. Y., which Ginn & Co. have just published.

— Dr. Guy Potter Benton, of Miami University, delivered his celebrated lecture on "Samuel Adams the Patriot," before the Men's League at Hamilton recently, to the great delight of all present.

— Miss Margaret McCain, a graduate of Miami Normal, is do-

ing most creditable work in the schools of Middletown.

— President L. M. Sniff, of Angola, Ind., and Hon. F. B. Willis, of Ada, each gave two fine addresses before the teachers of Preble county, February. 10

— Mrs. Frances G. Richards, Professor of English in Miami University, delivered an inspiring address on "Abraham Lincoln" in the Methodist church, Oxford, February 11.

— Ginn & Company, Chicago, will soon publish a text-book on Chemistry by Professors McPherson and Henderson, of Ohio State University. This book was printed privately last summer and is used in several schools.

— "City Government for Young People" is the title of a book just published by the Macmillan Company, Chicago. In addition to explaining the machinery of a city government, it shows in a fascinating way how every person, even the children, can contribute to the betterment of affairs. The price is 50 cents.

— Miss Belle Banks, formerly supervisor of music at New Vienna, is taking an advanced course at Miami Normal.

— J. C. Hambleton addressed the Greene county teachers February 10 on some of his experiences as an explorer in the Andes. In this line he has had some very interest-

ing experiences and knows how to tell the story effectively.

— Prin. J. H. Spohn, of the St. Mary's high school, was married at the holiday vacation and has added to his many other accomplishments domestic science by the laboratory method.

— Ginn and Company have just published a "First Science Book" which teachers of science have long been waiting for. The author is Lothrop D. Higgins, of the Danbury (Conn.) State Normal School. As the author says in his preface, this book is designed to serve as an introduction to scientific study, and at the same time to present a thorough course in the science of common phenomena.

— Supt. C. T. Coates, of Pomeroy, is getting things done as usual. He is ably assisted in the high school by Miss Helen Mills and Miss Dollie Hooper.

— A superintendent in Ohio a few days ago received the following communication: "Supertend of dem schools in dis town. Mind your own bitzesness, you and dem six teacher vot talk so much about bier if you plees. My boy tells me every time I trink bier dat it rubs off der overcoat mit my stumack. I trink bier shust as long as I live and I no my bitzesness. Stop dat nonsenses about bier and deach dat boy somedings vot he don't no. A spective parent of my boy vot goes to de school of six."

— Prin. John C. Boyd, of the Jackson high school, and the new teacher of science, G. H. Parrott, are already doing the work as if they had been in the school for years. High school affairs are in excellent condition.

— Prin. M. A. Henson, of the Gallipolis high school is greatly pleased that a room has been fitted up for a study room, and wonders how they ever got along without it. The new science teacher is W. V. D. Blythe, of Oberlin, who has taken hold of the work in a masterly way.

— E. B. Appel, who teaches in the high school at Portsmouth, is a candidate for sheriff in Scioto county. These school teachers will take the country yet.

— Supt. W. D. Lash, Prin. C. S. Hoskinson, and the Board of Education of Zanesville, are making plans for a new high school building. Supt. Lash and members of the board have been visiting other cities inspecting the latest and best buildings.

— Miss Clementine Axtell, of Wooster, was recently elected to a position in the high school at Jackson as teacher of English.

— Supt. S. P. Humphrey, Prin. T. H. Winter and all the teachers are enthusiastic over the new heating plant which was recently installed. Progress is in the air down that way and the pupils have caught

the spirit and are doing better work than ever before.

— Supt. C. T. Northrop, of Conneaut, and his teachers, have every reason to congratulate themselves upon the success of the city institute which was held February 8-9. Sixty-eight enthusiastic teachers attended all the sessions and reveled in the good things provided. The instructors were Dr. Charles A. McMurray, Mrs. Mary Graham Noss, and Prof. G. M. Winchell. Music was furnished at each session by pupils and musical organizations of the city. The entire expense was borne by the board of education, who believe it a good investment.

— President Roosevelt's cabinet contains the following: Secretary of the Treasury, Leslie M. Shaw, Iowa; Secretary of War, Wm. H. Taft, Ohio; Attorney General, Wm. H. Moody, Massachusetts; Postmaster General, Geo. B. Cortelyou, New York; Secretary of the Navy, Charles J. Bonaparte, Maryland; Secretary of Agriculture, James Wilson, Iowa; Secretary of the Interior, Ethan A. Hitchcock, Missouri; Secretary of Commerce and Labor, Victor B. Metcalf, California.

— Prof. W. W. Boyd, of Ohio State University, will conduct his sixth annual excursion to Washington, leaving March 24, and returning March 30. These excursions have grown in popularity and that

for the very good reason that every arrangement is made in advance looking to the comfort of the excursionists. The small expense, too, has contributed to their popularity. To take a trip of a week in Pullman cars and have all hotel and other necessary expenses paid, visiting all the important points in and about Washington for less than thirty dollars, is a rare opportunity. Full particulars may be had by addressing W. W. Boyd, 791 Bryden Road, Columbus, Ohio.

— The Columbus Schoolmasters' Club held a very profitable meeting Feb. 8 and quite a number of the Columbus board members were guests of the Club. The speakers were J. D. Harlor, Velorus Martz, C. E. Albright, J. C. Hambleton, Supt. J. A. Shawan, Dr. C S. Means and E. F. Wood. The President of the Board, Dr. Means, was quite pronounced in his opinion that fully 50 per cent. of the teachers in the high schools should be men and Mr. L. A. Parrish wrote a letter advocating the plan of having some male teachers in the grades. The proposition for free text books was not received with great favor.

— Wooster will soon begin the erection of a new dormitory for young women with accommodations for 80 students. The building will cost \$60,000 and will be modern in every way.

— The teachers of Auglaize had a good meeting at Wapakoneta,

Jan. 27, and with them met members of board of education. The speakers were Miss Marion Pratt, Supt. E. J. Wodeheffer, Supt. A. Brentlinger, Supt. E. A. Hotchkiss, Supt. A. A. Maysilles, and Supt. F. E. Reynolds. Music was furnished by local high school pupils.

— Miss Caroline Schulenberg, who taught in the Wapakoneta high school, was married Jan. 20 to Dr. Beardsley, of Findlay.

— The Wooster Summer School Teachers' Agency, which is free to all Wooster students, since last May has placed teachers whose salaries aggregate over \$65,000 and turned away over \$20,000 good business.

— Collinwood voted on a bond issue Feb. 6 and decided in favor of issuing \$90,000 for school buildings. About \$75,000 of this amount will be used for a high school building. Collinwood is thus coming into line with the other suburbs of Cleveland, Lakewood and East Cleveland. Naturally Supt. Whitney and the teachers are all greatly pleased.

— Supt. E. F. Warner, of Bellevue is greatly interested in the matter of centralization of rural schools and will be greatly pleased to receive information on the subject from those who know from experience. He believes in the movement and desires to profit by the experience of others.

— Dr. Lillian W. Johnson, president of Western Female College,

Oxford, will address the teachers of Columbus and Franklin county at ten o'clock on the third Saturday of March.

— Supt. H. H. Hoffman, of Oak Harbor, is most fortunate in having in the high school such a teacher as Mrs. Sarah R. Gill. Her very presence is a constant inspiration to the young people and her teaching is of the highest order.

— The embryo artist who drew the picture of "Yeep" which is used in connection with Miss Featherstone's article in this number, is the little six-year-old son of J. R. Carnahan, agent for Ginn & Co., in northwestern Ohio.

— Ohio State University has just published a pamphlet on the subject of Centralized Schools by Prof. A. B. Graham, which will be found a valuable document to all who are in any way concerned with the subject.

— The American Book Co., Cincinnati, have published "American Poems," which contains many of the wellknown poems and many others that are not so well known. The book is a valuable one in that it has gathered together so many of these poems never before published in book form.

— Milford Center and Richwood schools held a debating contest in the former town Feb. 16 in which Richwood gained the decision by a fraction so small as to tax the math-

ematicians present. The judges were Supt. I. N. Keyser, Urbana; Supt. C. C. Kohl, Mechanicsburg, and Supt. D. C. Bryant, St. Paris. Another contest will be waged at Richwood May 4.

— Rio Grande College has had a very successful year and plans are already making for the summer term with the same instructors as last year. Prof. D. A. Ward is contemplating a trip to Europe in vacation and hopes to join the European Summer School party.

— Miss Effie C. Burkline, principal of Spring street school, Columbus, and Dr. M. P. Dixon, were married February 20, and will make their home in Columbus.

— Seneca county held an excellent meeting at Fostoria, February 17, and in addition to a spirited discussion of round table topics the following persons contributed a program that was first class: J. E. Sherck, Miss Myrtle Hartman, Miss Flora Griffin, Dr. C. E. Miller, Mrs. Lulu Baldwin. Music was furnished by Miss Lelia Lease, Mr. Charles Howell, Miss Grace Toy, and Miss Louise Whiteman.

— The Ohio National Bank, of Columbus, Ohio, is certainly in a good condition, as indicated by the report of the comptroller of currency at the close of business January 29, 1906, on which date the deposits were \$3,444,324.40. This reliable institution does a general

banking business, allows interest on time deposits and is the agency for the North German Lloyd Steamship Co.

—Supt. F. J. Stinchcomb, of Payne, has the sympathy of his hosts of friends all over Ohio in his sorrow for his daughter Zelma, who passed away Feb. 11. She was a member of last year's class but was compelled to discontinue her work on account of illness. All her classmates attended the funeral, showing their sorrow for her and their sympathy for the stricken father and his family.

—Supt. S. Wilkin, of Celina, gave his illustrated lecture on "Unseen Forces" before a large audience in Celina Feb. 13, under the auspices of the Epworth League and it was so well received that he will be called upon to repeat it at an early date.

—Dear teacher: Are you gloomy, sad, despondent, discouraged? Do you experience the pangs of dyspepsia, dumps, *ennui*, languor, morbidness? Then get a copy of Eugene Wood's book, "Back Home," and read it. Then you'll feel better. If you don't read more than the one chapter, "The Old Red School-House," you will find yourself much improved.

—It is an interesting fact that Webster's International Dictionary is the recognized authority and is adopted for use in the University of Oxford, England. That speaks

well for American scholarship and makes the colors in the flag seem even brighter.

—The *Century* for March is a very interesting and helpful number, not only for the general public, but specially so for teachers. In these days when teachers are supposed to be reading the best that is published, they can not afford to omit such articles as are to be found in this number.

—Plans are on foot to give N. E. A. visitors opportunity to visit Denver, Colorado Springs, and Salt Lake City—each one day on the way to San Francisco without any transfers whatever. The cars will remain on the sidings and hence all property will be taken care of. This plan will prove to be the very acme of delightful traveling.

—Col. H. C. French has been delighting Columbus audiences recently with his fascinating stereopticon lectures. His lecture on Switzerland is a veritable poem illustrated with views that surpass any thing we had ever seen. There is such a harmony between the word picture and the view that the whole experience amounts to enchantment.

—Every superintendent in the country would do well to read Mrs. Florence Milner's interesting pedagogical story in the March number of *Education* (Boston), and make it the basis of a discussion in his teachers' meeting. It aptly suggests

the right solution of a large number of the teacher's difficulties in connection with school discipline.

— It seems to be generally understood that the Chicago & Northwestern road will have the patronage of the N. E. A. visitors from this section, and it is fair to assume that the number will be large. Times are good and there is a spirit of awakening among teachers, as to that sort of equipment to be gained from travel. But no matter how large the crowds ample provision will be made to give them all a comfortable and even luxurious trip.

— We are indebted to Miss Elizabeth Chaney for the following report: The third quarterly meeting of the Clinton County Teachers' Association was held at Sabina, February 10. Prin. Lee Leahy, of Blanchester, gave a very interesting address on "Preparation of the Pupil for the High School." Supt. W. C. Hutchinson, of New Vienna, read a most excellent paper on "Literature in the Grades." The paper on "Reading," by Supt. Warren, of Hillsboro, contained many helpful suggestions for teachers of all grades. Prof. A. D. Cole, of the O. S. U., read a paper on "Home-made Apparatus for the Teaching of Elementary Science," which contained much of interest and profit to the science teacher who is not afraid to work. A question, for general consideration, "Do Other Grades in the Rural Schools Suf-

fer Because of Patterson Graduates?" caused a genuine lively discussion by teachers who have had an opportunity to know from actual experience. A very pleasant feature of the program was the excellent vocal music furnished by Sabina high school, Wayne high school and the rural schools of Wilson and Richland townships.

— Supt. R. O. Witcraft, of Cherterville, rejoices in the elevation of his school to second grade, in new apparatus costing \$175, in the new course of study soon to be published, in the success of their lecture course, the last number of which was given Feb. 19. Surely his cup runneth over.

— The Sibley School, Cleveland, is a building of fifteen rooms, and there are in the building thirteen pianos, all the property of the school, and all put there through the enterprise and work of the teachers and pupils. That is a record to be proud of.

— The third bi-monthly meeting of the Champaign County Teachers' Association of the present school year was held in Urbana the 17th of February. The morning session was a Round Table meeting. The first question for discussion was "The Township Board of Education: Is It Satisfactory to Parents?" by Supt. M. A. Brown, of Woodstock. The next was "Men for Rural Schools," by Supt. D. C. Bryant, of St. Paris, and the last was "Should County Certificates

be Valid in any County?" G. J. Fuller, of West Liberty, led in the discussion of the last question. The afternoon session was composed of two addresses. The first was by Hon. E. A. Jones, Commissioner of Schools. The address of Mr. Jones on "The Old and the New," was thoroughly appreciated by the teachers. The second address of the afternoon was by T. A. Mott, superintendent of the public schools of Richmond, Ind., his subject being "Children's Ideals." His talk was based on a study of the public school children of Richmond and other places. While Mr. Mott came to Champaign county a comparative stranger to the teachers as a body, yet when he went away the teachers' opinion of his ability stood very high. He handled his subject in such a masterful and skillful way as would easily rank him among the leading educators of his state. He gave the teachers many principles which, if followed out, would certainly result in great good.

The next meeting will be held in St. Paris the fourth Saturday of April. Supt. Bryant will have charge of the program.

— The N. E. A. visitor who fails to visit the Yellowstone Park on the way home will miss one of the great features of the trip. No one but those who have visited can possibly realize what a marvel of nature the Park really is, and many will no doubt pay it a visit this summer for the first time. The

Northern Pacific is one of the most picturesque of roads.

— The fact that the Chicago & Northwestern road has a double track from Chicago to the Missouri river will be a great inducement to visitors to San Francisco this summer to use that road for the trip. Besides this it is one of the best roads anywhere in the world and travelers can always feel assured of receiving the best in the way of equipment and service in general.

— The Ottawa county teachers met at Port Clinton, Feb. 17, and the ladies furnished the program. Papers were read by Miss Elsie Lentz, Miss Minnie Pomrankie and Miss Bess Graham. Oh, yes; there were men present, but they were there for pleasure, not for work.

— Rand, McNally & Co., Chicago, have just published "The Choral Song Book," which abounds in selections of high-grade music well adapted to schools. It contains many choruses by some of the best composers that would be excellent for commencement and like occasions.

— The high schools of Worthington and Reynoldsburg debated the question of settling by arbitration all questions at issue between labor and capital. The judges were: Supt. H. L. Frank, Marion; Supt. J. D. Simkins, Newark, and Dr. Charles Snaveley, Westerville, who gave Worthington the decision.

— The Lowell School, Colorado



Springs, was recently enlarged, making it the largest building in the city, paying its principal the largest salary. In accordance with the "Ohio Idea" to take the best and biggest thing in sight, our friend and former Ohio teacher, J. W. Scott was promoted to the principalship of this school, to the pupils and teachers of which, we extend our congratulations.

— The educational world has heard much of the growth of the Galesburg, Illinois high school. In the past ten years, the high school attendance has increased 300 per cent. while the increase in all grades has been 20 per cent. On February 22, the new \$100,000 high school was dedicated, and in a very interesting editorial on the occasion, a Peoria daily paper pays the following high compliment to William Hawley Smith, whose "Evolution of Dodd" has been read by so many teachers:

Some ten years ago Hawley Smith went over there and addressed the people of the city and the board of education, giving them his ideas as to the real mission of a public high school. His suggestion was that it is not the chief business of a public high school to fit pupils for college, but that its place in a system of public education was to take all of the children that came out of the grammar schools and so adapt its course of study to their individual needs that they would practically all stay in the high school and graduate therefrom, each in his own especial way.

— In closing his very interesting report, to his Board of Education, of the Workings of the "Batavia System," Supt. Edward M. Van Cleve of Steubenville, says:

As for the claims that are made by the enthusiasts, to enumerate them without discussion would take a long while and, besides some would sound too preposterous; as for example, that the whole body of boys had been so influenced by the system that they no longer congregate on the streets or in the pool rooms. \* \* \* That all tension is removed from the teachers and pupils, and that they are now happy in their work, whereas before they were weary and suffered from overwrought nerves, hunted deer, as it were, is a claim that I do not deny may be substantiated in some cases; we saw evidence of considerable tension, however.

I am trying to forget the other extravagant claims and to focus my thought upon the fine results they are getting through the spirit of earnest work everywhere evident, the careful attention given to the laggards, and the magnificent esprit de corps of the schools and the city. Batavia has good schools and is justly proud of them.

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### EDUCATORS!

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#### **AMONG TEACHERS AND SCHOOLS.**

The school law of Pennsylvania now provides for an annual meeting of school directors in each county and makes it the duty of each director to attend. In order that the performance of this duty may be more readily secured, each director is allowed two dollars a day for attendance — not to exceed two days —, and mileage at the rate of three cents a mile, to be paid out

of the funds of the district which he serves. To pay the necessary expenses of these meetings, the county treasurer of each county is required to pay to the treasurer of the Association, from the county funds one dollar for each director in attendance, up to one hundred dollars.

This law will appeal to the sense of all who believe that the progress of the common schools depends much more upon having matters right at the foundation than upon theorizing about how they ought to be at the top. Its provisions are simple, reasonable, and sensible.

On February 6 and 7, it was my privilege to observe the practical working of this law while attending the sessions of the Blair County Directors' Association, held at Hollidaysburg, Pennsylvania. In this county there are 150 directors, 111 of whom were in attendance. In addition to these, many other citizens attended, especially at the evening session. The program provided for three formal addresses, while the remainder of the time of each of the four sessions, was devoted to a very free, full, and earnest discussion of the school problems whose correct solution is absolutely necessary to the welfare of the schools. I never attended a more helpful and hopeful meeting. The practical questions of taxation, salaries, employment and retention of good teachers, loyal support of the schools, etc., were discussed in

a business manner by business men and farmers, and the results of the meeting can not help being valuable to the schools. It was refreshing to hear the representatives of the people, whose duty it is to study the school problem from a side which we, teachers, sometimes fail to see, express their views regarding school affairs, and to be further convinced of what I have always believed, viz; that directors, as a class, are equally desirous with teachers to do all in their power to make the schools better. At each County Association, delegates are chosen to represent the County at the State Association of Directors and in this way definite direction and purpose are given to the State meetings.

I believe a similar law in Ohio would result in much good to our schools. Some of the legislation proposed each year in Ohio is so visionary as to lead practical men who deal with practical affairs to give little heed to those who ask for it. Instead of trying to devise some scheme to relieve teachers of passing reasonable examinations to determine whether their preparation is sufficient for the work, it would be better, for the schools, to secure legislation which tends to bring directors together in the discussion of school questions, and through them reach the people who must be led to see that the greatest need to-day is to pay salaries which will command better prepared

teachers. With salaries large enough to warrant better academic and professional training, there can be no doubt that the supply will very soon equal the demand and that those who furnish the supply will not need to ask any special favors.

On February 8 and 9, I had the opportunity of viewing the river front from East Liverpool to Steubenville. It is gratifying to report that all is not quiet, educationally, on the Ohio. On the other hand things are moving in a promising manner.

At East Liverpool the high school audience was literally a packed house, and unless the citizens of that prosperous city furnish relief soon, by voting to build a modern structure on the lot already purchased as the site for the new high school, the rapid growth in attendance must be seriously interfered with. Miss Florence Updegraff, the efficient principal, has directed the work from the time, when she, alone, was the faculty, to the present, with 280 pupils and 12 teachers. During Supt. Rayman's administration, the attendance in the high school has doubled and the number of teachers trebled. The teachers in the city now number about 90, and furnish an audience of ideal size to talk to, while their attention and interest are all that any speaker could desire.

A brief call on Supt. Mardis at Toronto found him and his high

school teachers and pupils busy, and happy over the prospect of an additional teacher. With this equipment in teaching force and the time that the superintendent, himself, devotes to teaching, the higher educational advantages of this busy town will be well provided for.

I found Supt. Van Cleve of Steubenville hard at work building. He has under his direction the construction of the characters of nearly three thousand boys and girls and a new high school building, and seems equally at home in both capacities. From what I could learn, he has not actually carried or laid any brick in the new structure, but he has kept two eyes on those who have, and when he and Principal Maurer with his high school pupils and assistant teachers move out of the old into the new, probably at the opening of school next fall, there will be a "happy time in the old town" if not "a hot one."

My visit to the historic city on the banks of the beautiful river was brought to a close with a delightful hour, to me, with the corps of teachers assembled in their monthly teachers' meeting. Supt. Wilson Hawkins of Mingo Junction, where the people will soon vote on a new high school building to accommodate the rapidly growing attendance, and his teachers joined in the exercises, upon the invitation of Supt. Van Cleve, and the co-operative spirit of all present means much to the schools they represent.

It was a privilege to talk over with Supts. Rayman and Van Cleve, their recent visit to Batavia and get their views of the "Batavia System" of which so many reports have been made. Elsewhere in this number will be found some quotations from their reports to their boards of education. While they found much to commend in the workings of the "system," they do not believe that it solves all difficulties or eliminates all troubles, as some who have observed it, would have us believe.

Washington's birthday was very appropriately observed in Lancaster by the dedication of their new school building which is certainly a model in appearance, light, and ventilation. The gymnasium and auditorium are among the many commendable features. Among the out-of-town visitors who attended the exercises, Commissioner Jones was prominent and the dedicatory address by President W. O. Thompson of O. S. U. was received in a most enthusiastic manner. Could it be read and acted upon by school patrons all over the State, a new era in public school education would begin at once. Congratulations are due the teachers, and pupils, and people of Lancaster upon their good fortune in having such a building to dedicate and also upon having it dedicated with such an appropriate address.

O. T. CORSON.

**WILLIAM RAINEY HARPER.**

We were boys together in the village of New Concord. Our parents were members of the same church in which Samuel Harper the father was a ruling elder. He was also the most prosperous merchant of the village and able to give his children any advantages they could use under these conditions. W. R. Harper did the unusual thing — he took advantage of every opportunity that presented itself. He was endowed with great intellectual ability and had from childhood the power of persistent application. His ability to acquire a language was unusual and was supplemented by great industry. He literally absorbed anything he read and seemed never to forget it. He graduated from Muskingum College at the age of fourteen. The course was chiefly Latin, Greek and Mathematics. Although young it would be very interesting in these days to see a college graduate who could equal him in any one of the three subjects named. At nineteen he had won his doctorate in philosophy and once more broke all the traditions of colleges and universities. His own experience probably accounts for his determined stand against what he called the machinery of education. He believed that every student should have the opportunity to work according to his ability. With him the key to progress was in the individual. The ambition of his life was a place

among the scholars of the world; his great work was teaching and not administration. He had a hard struggle to leave the professor's chair for the president's office and always regarded it as thwarting in a degree the cherished ideals of his life. Busy as he was he would not give up entirely the work of teaching. It is here that his most enduring fame will rest.

In boyhood he was always busy. He was a jolly companion, loved his associates and to the end never gave up the association of his boyhood. In New Concord everybody recognized his ability, his public position and his academic honors but no one there ever spoke of him but as "Will Harper." In his private life he was as genuine as the boy of ten years. No honor or distinction ever disturbed him. He was sincere, simple, unaffected, democratic and loyal to his friends under all circumstances. He was forceful in thought, courageous in expression and action but not controversial. I never knew him to speak an unkind word of any one. From boyhood he had unusual energy, strong appetites and passions but strength enough to keep quiet when others were thundering with rage. This self control explains his industry in scholarship and suggests his characteristic strength as an administrator.

While very young he spent some time in the study of music for which he had considerable talent. For one



WILLIAM RAINEY HARPER.

Born July 26, 1856.

Died January 10, 1906.

year he was teacher of instrumental music and achieved quite a reputation as a leader of the New Concord band which for some time was fa-

vorably known all over eastern Ohio. He could play the leading part or act as drum major with equal ease. Later at Chautauqua

he occasionally entertained his friends by a renewal of his boyhood practices. In all these experiences Harper was never conscious of having any dignity and no one ever thought of him as lacking it.

While at Yale he became much interested in the modern languages and indeed was one of the first teachers in a summer school of modern languages. His major interest was in Hebrew. Here he applied the inductive method in the great success and revolutionized the teaching of Hebrew in the United States. At the close of his experience at Denison University he was called to teach Hebrew at Morgan Park Theological Seminary although he had never had any education in a Theological Seminary. Many doubts were expressed at the time about the propriety of calling a man to teach theological students who had no theological training. The doubts soon vanished and later Yale established a chair of Hebrew especially for Dr. Harper and he accepted the call. It was during these years that he demonstrated his unusual powers as a teacher. He established *Hebraica*—a small publication in the interest of Hebrew grammar; also *The Old Testament Student* in the interest of the study of the Old Testament. Later this included the study of the New Testament and both gave way to the "*Biblical World*" now one of the publications

of the University of Chicago. His power of organization was never displayed to a better advantage than in his teaching and editorial work where subjects usually despised and regarded as uninteresting became popular and enlisted students by the hundreds. His work at Chautauqua and his correspondence courses in Hebrew and the study of the Bible interested thousands in these subjects.

In his later years everyone thought of him as President Harper; as the founder of a great university which had developed without a parallel in the history of education. This in itself was enough to win for him a place in the esteem of the world. To him, however, it was a conscious sacrifice of his own desire to be and become a scholar and a teacher. He had laid well the foundations for such a career and had the ability to win the highest place among the world of scholars.

In accepting the presidency of the new university he did not abandon teaching but of necessity gave his energies to the constructive work of administration in which he was eminently successful. The popular notion that he was a great money getter ought to be corrected. It is false and greatly annoyed him. While visiting with him on one occasion he spoke of going to see a woman who desired to give the University a considerable sum of money. I chaffed him a little upon

his ability to get money and he replied that there was one thing he could not and would not do, — ask for money. Nevertheless great revenues came during his administration. When the university was first proposed he drew the plan which was published in the papers. This excited comments for its extravagant ideas of what a university should be. It contained practically every important feature of the university as it is to-day.

But the limits of my space have been reached. In conclusion let it be said that Dr. Harper was born and educated in an obscure place. He had no friends to make a place for him. He had a good parentage but no special consideration. Every place he ever occupied he filled. What came to him came because he deserved it. His intellectual ability, his moral integrity, his untiring industry, his high ideals, his charitable spirit, his freedom from petty jealousy, his great patience and his talent for organization united to make him a man who adorned the office of scholar, teacher and president. He compelled our admiration and won our love. In the midst of all his experiences and in the presence of many misunderstandings he remained a modest, faithful Christian gentleman. His painful malady through weary months elicited not a word of bitterness or doubt but in a triumphant faith he remarked that he left his work here for that be-

yond with less hesitation than when he left Yale for Chicago.

W. O. THOMPSON.

#### OHIO AT LOUISVILLE.

Ohio was in evidence at the Louisville meeting, the largest in the history of the Department of Superintendence of the N. E. A.

The local arrangements reflected great credit upon Supt. E. H. Mark of the city schools, an Ohio boy who knows how to get things done with neatness and dispatch.

The president of the Department, Supt. John W. Carr of Dayton, lived up to the highest expectations of his friends. His response to the address of welcome was enthusiastically received and under his directing hand the program was carried out with precision and promptness.

Tuesday was humorously referred to by some as "Ohio Day," three "Buckeyes," in addition to the President, having places on the program. I heard a number of complimentary references to the paper of Mrs. Sarah E. Hyre of Cleveland on "Woman's Part in Public Education," and every one recognized the address of President W. O. Thompson of O. S. U. on "The Effect of Moral Education in the Public Schools upon the Civic Life of the Community" as being a most valuable contribution to the discussion of this very important topic.



No speaker before the Department ever received a greater ovation than Dr. Thompson—a fine tribute to his manly character, vigorous thought, and forceful expression.

The best address before the Round Table of Smaller City Superintendents was by Supt. William McK. Vance of Miamisburg on "The Best Means and Methods of Improving Teachers already in the Service." His thoughtful discussion of this topic was presented in the elegant diction so characteristic of all his utterances and the Ohio contingent occupying the Amen Corner were proud to be on hand.

Supt. Simkins of Newark, in one of the general discussions, made a few remarks of such refreshing originality as to call forth a hearty endorsement from Supt. Hughes of Toronto, to the effect that he liked what the "young fellow," who preceded him, said.

All agree that the address of the very interesting session, Wednesday forenoon, was by Dr. Martin G. Brumbaugh of the University of Pennsylvania. His theme was "Eliminations and Modifications in the Course of Study" and when he finished every one realized that something helpfully constructive had been added to the consideration of this ever important subject. Dr. Brumbaugh was not born in Ohio but his hosts of friends in the State always make him feel at home when among her people and to make sure

that he would have the necessary inspiration for the occasion, he stopped for twenty-four hours within her borders in charge of his guardian, Hon. Henry Houck, on his way to Kentucky.

The new President of the Department, State Supt. W. W. Stetson of Maine, lives a long way from Ohio, but Mrs. Stetson was born in Preble county, Ohio, and we can still feel that we are near the throne.

I was unable to attend the sessions on Thursday, but the program promised a profitable day, the first subject for consideration being "The Examination of the Eyes of School Children," to be discussed by John C. Eberhardt, member of the Board of Education, Dayton, Ohio, and ex-president of the American Association of Opticians.

The Ohio delegation, one of the largest present, numbered at least 125, and, as usual, had a good time.

The next meeting will be held in Chicago.

O. T. CORSON.

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### SPRING TIME.

By Sara W. Featherstone, Toledo.

Something awakened Snowdrop;  
A noise at her bedroom door.  
"Who's there?" she sleepily called  
out,  
"'Tis I," said March Wind with a  
roar.

Shivering with fright, poor Snow-  
drop

Cuddled down in her earthy bed  
Close to her sister flowers,  
With the covers over her head.

"Listen!" said timid Violet,  
Waking Snowdrop up again,  
"Some one is softly rapping,  
It must be the April rain."

"'Tis still too early to get up,"  
Said Snowdrop with a yawn.

"Mother Nature will send a Blue-  
bird  
To call us when Jack Frost is  
gone."

Soon came a low, sweet whistle.  
Up sprang all the flowers of May,  
Nodding "thank you" to the Blue-  
bird  
And to all the glad world "Good  
day."

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#### **EDUCATIONAL NEWS.**

— Middletown has voted to expend \$68,000 in building a new high school building and Supt. Powell and his teachers are happy.

— We acknowledge the receipt of the Biennial Report of Ohio University to the Governor of the State for the period ending November 15, 1905.

— Former County Examiner and new Probate Judge A. M. Farlow of Washington County, has made a good start in appointing Principal F. P. Wheeler of Willard School, Marietta, to take his place on the board of examiners. Mr. Wheel-

er's long experience as an examiner in Noble County and his good common sense combine to fit him well for this responsible place.

— E. F. Weckel, teacher of elocution in the Canton high school, won laurels for himself and the senior dramatic club by giving a comedy Feb. 14. The opera house was crowded and the evening was one of rare enjoyment.

— Chesterville and Sparta engaged in an oratorical and musical contest Feb. 3 resulting in a tie. Hence everybody went home happy — or unhappy, we've forgotten which.

— Supt. W. E. Beck, of Port Washington, is serving his seventh year in his present position and is now working under a three-year contract at an advanced salary — the third increase of salary given him. He is one of the examiners of Tuscarawas county, and by hard work and fidelity to duty has won for himself a place among the leaders.

— John L. Jones, assistant in the high school at Pataskala, died Jan. 23d, after a brief illness. His going leaves a void in the hearts of all the teachers of Licking county, for he was universally loved. He was one of the most promising young men in the county and could always be relied upon to favor and work for the right in all educational matters. He had the quali-

ties that make for leadership and these qualities had already given him a prominent place among the best teachers in the county. In his school work he was greatly esteemed and his death caused great sorrow among pupils and patrons. His memory will be cherished and the nobility of his life will inspire all who knew him.

— The Northeastern meeting at Cleveland, Feb. 17, was successful in every way. Many of the schools in that part of the state dismissed on Friday to visit the Cleveland schools and to say that the time was pleasantly and profitably spent is to put it very mildly. The program was excellent and reflected great credit upon the officers who prepared it.

— Dennison has voted to issue bonds in the sum of \$50,000 for the erection of three new school buildings, two of eight rooms each and one of four rooms. These buildings, in addition to present equipment, will give Dennison the means for better work than ever. Our congratulations to Supt. Angel and all the teachers on the hopeful outlook!

— The new Fourth Ward Building in Van Wert was dedicated January 12, with a very interesting programme. Commissioner Jones and Dean H. C. Minnich were the speakers and both emphasized the fact that we are progressing educationally and Americans believe in progress in the schools as elsewhere.

One notable feature is the large grounds surrounding it, almost an entire square. Supt. Sharkey and the teachers are to be congratulated upon this new addition to school equipment.

— Forgive our blushes but it can't be helped when we read this sentence from a superintendent who, having eyes, sees: "Your editorials have the right ring and every teacher should endeavor to pull himself up to the standard advocated by the MONTHLY."

— Supt. H. E. Hall of Cygnet has an enrollment that is an increase of sixty per cent above that of last year. School affairs show signs of vigor up that way and next year Wood Co. will have an educational exhibit at the county fair.

— The California State Association enrolled 4,000 members at the holiday meeting and this is a prophecy of what that body of teachers will do in the way of forming the nucleus of a large attendance at the N. E. A. meeting in July. One session will be held at Berkeley and one at Leland Stanford University.

— The Summit county teachers held a good meeting at Akron Feb. 10th with Prof. Glover in charge of the music. An excellent paper on "Sir Walter Scott and Nature" was read by Supt. W. K. Greenbank of Copley, Prin. Lee R.

Knight gave an inspiring address on "The Teacher's Problem," and the other address was given by President A. B. Church of Buchtel College.

— At Clarksburg, in Ross County, there was held on Saturday, February 24, a meeting of the teachers of New Holland, Atlanta, Williamsport, Frankfort and Clarksburg, together with those of nearby townships. Fifty teachers were in attendance, and were entertained by the good people of Clarksburg.

The meeting was held in the M. E. Church, and the interest manifested was such that the church was crowded to its utmost at the afternoon session. The writer was glad for this interest, as that was one object in holding the meeting. We feel that a stimulus has been given to the cause of education in our midst. At the forenoon session Prof. J. P. Nunemaker, of New Holland, read a very interesting paper on subject of "Examinations." J. M. Davis, of Williamsport, gave a very interesting heart-to-heart talk on the subject of "Reading in the Grades." In the afternoon, Prof. E. L. Daley, of Atlanta, gave a very interesting paper upon the subject of literature, taking the "Lady of the Lake" for his subject. He was followed by Prof. A. D. Hannum, of Frankfort, on the subject of "Specialization in Education; When and Where." These

subjects created a lively discussion, in which many of the teachers took part. The regular programme was interspersed with duets, solos, recitations by the pupils of the schools of Clarksburg.

A resolution was passed, almost unanimously, opposing House Bill 94, which seeks to put in force the old method of electing members of school boards.

— The teachers of Ashtabula, Trumbull, Mahoning and Columbiana counties will hold their annual meeting at Niles, March 9, 10, and the programme promises to be of unusual interest. President J. H. Craig, of Ashtabula, has exerted himself to have something good for everybody. The other members of the committee are: Supt. F. L. Johnson, Supt. E. L. Rickert, Supt. J. W. Moore, and Supt. F. J. Roller.

— The Ohio Valley Round Table will meet in Parkersburg, April 6 and 7.

— The teachers of Licking County held a very profitable Association in Newark, February 10. Professor Wilson, of Ohio University, gave an excellent address on "Edgar Allan Poe and Sidney Lanier." Supts. J. D. Simkins, of Newark; C. L. Riley, of Kirkersville; L. W. MacKinnon, of Granville, and Miss Martha Turner, of Utica, were also on the programme.

# THE OHIO EDUCATIONAL MONTHLY

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## THREE SONGS.

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A poet, in the early prime  
And blithe and morning dew of time,  
When song was natural as breath,  
Sent out three songs to fight with Death.

And one he made to please the crowd;  
It pleased them, and his praise was loud;  
It pleased them greatly — *for a day*,  
And then its music died away.

And one he made to please the few;  
It lived a century or two;  
'Twas sung within the halls of kings;  
Then vanished with forgotten things.

And one he made to please himself,  
Without a thought of fame or pelf;  
He sent it forth with doubts and fears,  
*And it outlasted all the years.*

No other song has vital breath  
Through endless time to fight with death,  
Than that the singer sings apart  
To please his solitary heart.

*Sam Walter Foss.*

## THE EFFECT OF MORAL EDUCATION IN THE PUBLIC SCHOOLS UPON THE CIVIC LIFE OF THE COMMUNITY.

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BY PRESIDENT W. O. THOMPSON, COLUMBUS.

This theme upon which I am asked to express myself assumes that school life does affect the civic life of the community. The question is then as to the quality and quantity of that effect. I assume by way of definition that by the term moral education we understand education in morals through the use of the truth as expressed in our commonly accepted ethics. The problem here suggested might be estimated practically by a comparison of the moral ideals of the school and of the home and community, together with our investigations into the continuity of the school's ideals in the later life of the pupil. The topic suggests inquiry whether the moral education of the school operates to prevent immorality in the later public and civic life of the pupil; whether also this education is responsible for any of the criminality appearing in the life of former public school pupils, and if so, how far it is responsible; and further, whether there are any positive results of a favorable character coming from the ideals and the teaching of the school. In short, the question develops the problem of the extent of the re-

sponsibility of the school for civic life and morality.

(1) In general I think we may say that very few of the ideals upon moral questions originate in the schools. They usually start in the community and the home and are taken up by the school, emphasized, put in didactic form in such a way as to become a part of the mental furnishing of the pupil. In a sense then the school represents the community. It goes further and often makes clear and definite what is more or less indefinite and cloudy in the community. This process of clarifying through didactic methods comes at a time when impressions are valuable and teaching endures. The best among all the ideals of the community are culled out and emphasized so that in later years these earlier teachings and convictions remain as a permanent force in life. This is the truth to which Von Humboldt gave expression when he said: "Whatever we wish to see introduced into the life of a nation must be first introduced into the schools." The relationship here suggested between the home, the school, and public morals, makes the school a sort of clearing-house

with reference to the current ideals in the American home. We recognize that the majority of our teachers come from the so-called middle class. The wealthy classes and the extremely poor classes furnish a very small percentage of the teaching body. The result is that through the teachers there is carried into the school the ideals of the great body of our democracy. We are prone to regard as a decided advantage the normal schools, colleges and universities in which these teachers are trained to represent our highest ideals in morals. The natural result is therefore that the teaching body of the country brings to the school room, directly and indirectly, our best ideas upon civic morality. This can be affirmed without fear, notwithstanding the fact that the teachers in our schools represent a great variety of religious experience and ecclesiastical affiliations. Of necessity therefore our schools will differ from some homes very radically as to their ideas of morality. They may not reach the intensity or even the level of some of our choicest homes, but beyond question will be in advance of the great majority of the American homes and will stand forth oftentimes in contrast with the current morals of a community.

(2) There are certain characteristic features of the school that bring emphasis upon what has been

said. A few of these may be suggested.

Primarily, truth is the basis of all education. The schoolroom puts its emphasis here and brings allegiance to what is true. It cuts away the notion that error or falsehood or untruth in any form can have an abiding place in education. Love of the truth therefore becomes fundamental in every degree of scholarship and increases as scholarship advances. Accordingly, honesty of method is insisted upon. Every process in the schoolroom, however unimportant, must be an honest process. Deception of any sort tends to the destruction of all real education. No teacher conscious of having deceived a pupil can ever rejoice in that deception. Sooner or later the pupil himself detects any departure from honesty in the schoolroom, and although he may be unable to formulate the reason for it he recognizes that it is alien and hostile. By easy gradation therefore the question of honor as between teacher and pupil, and eventually as between pupil and pupil, can not be escaped. Before a definition of honor could be appreciated the pupil recognizes the substance of it so that we may affirm that the relation of honor is both fundamental and vital in every school. This principle applies equally to the requirements of scholarship. A teacher conscious of deficient scholarship will recognize the imperfection of his work

and in some degree that he is assuming what he does not have. That produces a fatal weakness in method to an honest mind. It puts an atmosphere of dishonesty in the schoolroom for which but lame apology can be made. In education there are times when appeal must be made to authority. The teacher who is not able to speak with authority and accuracy can not escape embarrassment by evasion.

Recognition of authority is essential in education. It is universal in the schoolroom. Any departure from this is a partial defeat of the process of education. The teacher is the personal representative of authority. Sooner or later this situation analyzes itself, and both teacher and pupil alike recognize that authority is inherent in the truth, and only so far as the teacher is the incarnation of truth and truthfulness is his authority final and complete. It is needless to yield to the temptation to assert that this reverence for the truth and this recognition of rightful authority is fundamental both in the moral and civic progress of the race. Proceeding from this relation of authority there comes to be a formal introduction of law as a necessary part of the school organization. The conception of law, however, is not that of arbitrary authority; it is that of formulated truth which is supreme and equally binding upon all. This high but true conception of what the law

of the school is has revolutionized our ideas of school administration; it has opened the door through which the teacher has become the inspiring presence rather than the dreaded driver. This conception of the relation of both teacher and pupil to law and rightful authority emphasizes truth, honesty and honor, prepares the way for a full recognition of the rights of others, and eventually to a kindly consideration. Nothing is more important in the every-day life of the school than that pupils shall learn to recognize the rights of others and to give a just consideration to other people. This is what makes democracy possible in its best sense and thoroughly enjoyable in its realization. The beginning of these things in the public schools has laid the foundation upon which our colleges and universities have been building. The full fruit of these principles is seen in the fact that the modern high school and university are much more democratic than any school could have been two generations ago.

There are other qualities in the schoolroom worthy of mention that bring the same results. I refer to the habit of accuracy, the uncompromising attitude toward error, the insistence upon exactness, neatness, cleanliness, and a score of others familiar to every teacher in the land. These are the positive qualities that build up the pupil, construct his habits, and make the



atmosphere in which he lives. The modern theory and practice of education proceeds along these positive lines. We reach the negative virtues through the inculcation of positive ones. A long protest has been heard against undue emphasis upon the negatives. We are not disposed to look with favor upon the teaching that constantly cries out "don't." The constant reiteration of prohibitions has been replaced by a larger emphasis upon the positive achievement. The schoolroom is not bringing emphasis upon vice by constantly calling attention to it through warnings. We are disposed to magnify the importance of the truth and of virtue, and to bring the pupil to a love of what is true and what is right by an enthusiasm for the constructive processes of education. The psalmist said: "Thy word have I hid in mine heart that I might not sin against Thee." Modern education believes that a mind filled with the truth will escape the penalties of error. Positive instruction is therefore the keynote in modern education. This principle is what has given enthusiastic interest in the educational problems and in the investigation of the child. The abiding interest of scholarship is in this fundamental question at the very beginning of our educational processes.

I recognize, however, that the negative form of instruction has a corrective value, and can not be

wholly neglected. This is due to the fact that the habit of error is practically universal. This habit must be corrected, but unfortunately we have not always seen the corrective power of truth itself. Too much emphasis therefore has sometimes been given to the negative with apparent oversight of the importance of the positive. The well known tendency in the average healthy boy to want to do things prohibited or to enjoy the hidden treasures is not only proof of an investigating mind, but better proof of a certain quality in boys that needs to be reckoned with in their education. There is danger in the excessive use of the negative. The bands of restraint may be broken suddenly and the boy plunged into the worst of excesses. The only freedom that is safe is the freedom through the truth. Here modern education properly puts its emphasis. In doing so it has laid in the child's mind a most important principle, that can not fail to influence powerfully the subsequent life.

(3) It is important now to notice that morals should not be confounded with mere external conformity. There is a tendency for the schoolroom, and for life in general for that matter, to be satisfied with an external form as a substitute for the substance of morality. Now morality is the result of choice. The ideal must be re-enacted by each individual; the law must be personally accepted; self-legislation

must be provided; every individual in that sense must make his own law and determine his own character. The statute, "Thou shalt not steal," doubtless has the intellectual assent of the multitudes. That is a good form of sound words. It becomes vital in life only when each individual makes it the law for himself. Personal choice must therefore become a factor in every educational process that looks toward education in morals. The schoolroom can not be satisfied with a mere exhibition of mottoes. It may not rest with the intellectual assent of the pupil to the truth. These methods and these principles must be re-enacted into the life of every pupil before education in morals makes any great progress. Just here is where we succeed or fail. The fact that a boy has been educated in a school where highest ideals were cherished, where the best precepts were taught, proves only that he was educated in a good environment. In order that he may be benefited by such an opportunity he must be trained to make his own choice, to reach his own decisions, to enforce self-legislation, to determine his own conduct. We can not force this upon him. We may urge it, we may argue it, but we come to the simple conclusion that we can not force a man or a boy to be moral. He becomes so only when he chooses to become so. This reveals the fundamental reason for

giving a pupil and the advanced student more and more an opportunity to select his own course of study. No greater force in the development of the character of the modern university student has appeared than the responsibility put upon him of doing something. The old theory of authority in education coupled with minute direction left a minimum opportunity for choice on the part of the students, and in so far left the whole question of character out of consideration. At any rate it was an education in which persons were trained into certain prescribed views rather than an education in which persons were developed and prepared to choose freely and wisely whatever commended itself to a rational judgment. The modern view is that the child at the earliest possible moment should be given the opportunity for intelligent choosing. There should be wise direction, helpful counsel, but less of external force and more of personal choice. I am aware of the difficulty in this whole subject. The old folly was that by some means the mere passing of the years would bring the ability to choose; the newer wisdom is that the power to choose wisely is acquired by the constant exercise of the will. We are disposed therefore to educate not only the intellect, but to train the will and to cultivate the emotions, to bring into our educational processes an opportunity for a ra-

tional choice, and to bring to the younger pupils such opportunities as they are capable of using. It may be urged that with younger pupils the course is entirely prescribed. It does not follow, however, that there is not a large opportunity for the exercise of choice and for the development of wisdom in making choices. This question resolves itself into the problem of individual initiative. I believe that every teacher should wisely urge upon every pupil the importance of this individual initiative. The training in the use of the initiative should be wisely directed. The wisdom of right initiative with a proper regard for the rewards in such cases should be constantly in view. By this method we not only gain strength, but prove the value of experience and inculcate the most fundamental ideas in morality. It is in this field that manual training has won some of its most valuable victories by affording an opportunity for initiative and choice. It has cultivated an appreciation of the true and the beautiful; it has developed self-reliance and put emphasis upon the qualities so important in our civic life.

Moreover, it is to be observed that in this self-legislation now emphasized we have the most fundamental principle in the determination of character. We also have a characteristic feature of modern education. The public school has thus from the very outset put ap-

propriate emphasis upon the pupil in the matter of his choices. More than we have estimated we are teaching self-reliance, self-direction, self-determination. The fact that the school holds up the highest ideals toward which the student's choice is directed makes it a great power in determination of character and in the fixing of moral ideals.

(4) We now come naturally to the specific question as to the effect of this kind of education in the public schools upon the civic life of the community. Here I remark first of all that this principle of self-legislation is fundamental in morals and essential to the development of democracy. Self-government is the common phrase. There can be no such thing as self-government until people have been trained in decisions and choices. The public school means therefore the perpetuity of democracy. Modern education proposes a free individual capable of making decisions, of self-direction, and trained with a charitable frame of mind toward others. This kind of citizenship makes democracy possible and enduring; the lack of it would turn a democracy into an aristocracy or an autocracy. The civic life therefore of our community is determined largely by the character produced through our education. It happens that our public schools are the largest and most effective organization exclusively devoted to the training of our citizenship.

For this reason the school is manifestly the most potent influence in determining our civic life.

A second remark is that this influence of civic life is intensified through the quality of our teaching. Attention has been directed to the element of choice insisted upon in our modern education, and attention is now directed to the quality of those choices. It may be agreed that not all schools are equal in this particular, but it will also be agreed that every school is looking upward and not downward; that every school is looking toward better things with a determination to use its power to direct pupils in their choices. No school ends its effort with the proclamation of an ideal; it seeks the approval of that ideal from the pupil and its realization in his daily life. The quality of these choices appears further when we remember the uncompromising attitude taken by the school. The school never seeks to revise an ideal because it is true or unattained. The right and the true as against the wrong and the false are sure of maintenance in the school-room. If in later years men and women come to compromise the truth they also recognize that they do it in spite of the teaching of the school and in response to motives never approved by the teacher.

A third remark may now be offered, to the effect that instruction in formal ethics is a small part of the work of the public schools.

In the debates upon this question an undue emphasis has been put, in my judgment, upon the importance of formal instruction in morals and religion. There are times and places where such formal instruction is of the highest importance. I believe that the home and the church should recognize their opportunity in this regard. The public school, however, does its most effective work by its persistent and patient insisting, through its ordinary exercises, upon the qualities so fundamental in civic morality. What it teaches has practically unanimous support. There can be no valid objection to the ethical atmosphere of a school-room in which a boy breathes a spirit of loyalty to the truth, of honorable dealing with all associates, of respect for rightful authority, of obedience to well-established law, and of proper regard for others than himself. The criticism of incompleteness that might be brought against such principles would be offset by such objection or enforcement of the particular views sanctioned only by particular classes of the people. It is well to recognize that the public school serves all the people and serves the State most efficiently by bringing to all people the right ideals of citizenship along with the other processes of education. The most enduring effects upon our civil life will be found not in any formal declaration of principles or in the

formal teaching upon questions of personal habits or civic morality, but in the inculcation of ideals; in the cultivation of choice and in that normal and sane attitude of mind cherished in our best schools.

It is impossible, therefore, to make a definite or complete reply to the question proposed in this topic. We can not demonstrate it as we demonstrate a proposition in geometry; nevertheless we are not uncertain as to the far-reaching effects of our public school upon our civic life. The most fundamental ideas in our public schools are equally important in our civic life. If these things be neglected neither school nor civic life can be what

they now are or should be. In the schoolroom more than elsewhere as modern conditions now are these ideals are encouraged. The school with practical uniformity and agreement brings to the millions these ideals accepted and approved by our teachers. As things are, neither the home nor the community can present these things so persistently and so universally as the school. Manifestly then a great duty is laid upon the teachers and the schools of the country to be true to the interests of the pupil now, that he may be true to himself and false to none when mature years bring the opportunities of life and citizenship.

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## PATRIOTISM IN THE PUBLIC SCHOOLS.

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BY W. N. BEETHAM, CARROLLTON.

**PATRIOTISM DEFINED:** Patriotism is love of country. It is the feeling of interest one has in the welfare and continued existence of the particular social and political unit of which he is a member. Psychologically, it is an *emotion*, and therefore capable of cultivation. As a *feeling*, it is a simple, primitive, mental state, and is capable of being inherited. In proportion as our ancestors were patriotic, so are we born with the tendency to patriotism; for emotional tendencies

are transmitted from sire to son, such as joy, fear, anger, love, etc. *Emotions* are complex agreeable or disagreeable mental states, and are capable of deep and extensive cultivation. *Feeling* together with representative ideas produce *emotion*. If I have the feeling of love or deep regard and at the same time a patch of earth which I can claim as peculiarly my own in conjunction with others, or belong to some political unit, then I have *some* patriotism; but the amount

depends on my antecedents and my training. From my ancestors I inherit the germ or tendency to patriotism, but the ideas I gain of my country or social organism — of its wealth, extent, its intellectuality, in truth, its degree of civilization — the ideas I gain of these, I say, determine my *degree* of patriotism. Here, then, comes in the province of the home, school, and church in teaching patriotism. Each of these institutions, and especially the school, should instill into every youth ideas that will make him love his country next to God and home.

WHY AMERICANS SHOULD BE PATRIOTIC: What reasons has the American youth to be patriotic? There are many. Ours is one of the greatest nations of the world, in wealth, in area, in population, in power, in intelligence. Every one may get a good education. Every man may have a home of his own. He has political and religious liberty, obtained by his forbears at tremendous cost of blood and treasure. He has a hand in his own government: he may even be its highest officer. His house is his castle; he need fear no unwarranted searches or seizures. He need fear no conscription for the army. In short, each man in America may do as he pleases, so long as he does right — so long as he does not interfere with others' rights. He has a "square deal" in America. Is it not a privilege to

be permitted to live in such a land? Who would not love it? We should love and cherish our country and its institutions not only for what they are worth, but also for what they cost. The many lives lost, the great treasures spent, and the great suffering endured to protect and maintain these, should all appeal to us in a strong way. And they do.

DIFFERENT KINDS AND STAGES OF PATRIOTISM: Patriotism is made up largely of two emotions, the one *egoistic*, the other *altruistic*. The former of these is what is usually meant by patriotism, the latter may be termed cosmopolitanism. The first produces that narrow patriotism, common to children and the early period of the race, which can see no good in any other country or people than their own. It is self-centered, and was at one time in our country expressed in that slogan, "America for Americans." It is narrow and provincial, but is sometimes necessary. This can be seen in our early history — the childhood of our nation. At first we were weak and all our power and resources were needed in the struggle for self-preservation. The Revolutionary War was an era of *national* patriotism. However much we may have desired to aid France when she called on us for help about 1800, we could not do so, although it was through her aid largely that we gained our own freedom.

But times changed and with

them our ideals and ideas—and patriotism, I said before, is measured largely by ideas. The War of 1812 was waged for the rights of our seamen. We had now extended our patriotism to landsmen and seamen.

The Monroe Doctrine of 1823 extended it to all the Americas, at least as far as forcible colonization is concerned.

The Mexican War was a backward step, but it extended our field of national patriotism into Texas and to the Pacific Ocean. We atoned for this most unjust war—"the greatest wrong a more powerful people ever perpetrated upon a weaker," as Grant said—by frustrating the attempt of Napoleon III. in his effort to set up a monarchy in Mexico during the Civil War.

The Civil War was fought for national integrity. It extended our patriotism over all our people—black as well as white. This war demonstrated the permanency of our form of government, and gave us an opportunity to help other people obtain its blessings. As soon as the shock of this greatest of all modern wars was over, our patriotism began to change rapidly from the egoistic to the altruistic, or cosmopolitanism, from exclusive love of our own country to that of other countries.

The War with Spain freed Cuba and the Philippines, and showed our altruistic patriotism near at

home. Our military aid in the Boxer uprising extended it to the orient, and prevented the partition of China among the greedy governments of Europe. Our sympathy with Japan in the last great war and our President's single-handed action in bringing the war to a close, mark the culmination of world-wide feelings for others. And now we are at peace with all the world, and all the world shall have a "square deal" by us, so says our most patriotic President.

SOME WAYS OF TEACHING PATRIOTISM: I have so far treated of patriotism from the standpoint of Psychology and History. It yet remains to tell how it may be taught. A patriotic teacher will beget patriotism in his pupils. It is then in the air, and may be breathed. He should be a shining example of a patriotic citizen—not one who lives in the past only, a hero worshiper, but a present day constructive patriot, willing to stand for public righteousness and civic purity as well as bear arms—the easier and more elemental duty—in forwarding the best interests of his city, state, or nation. If he have these traits, his pupils will catch them from his life and teaching.

But aside from the influence of the teacher's life, there are many things that will increase school children's patriotism. In brief, the study of history with its stirring stories of heroism—the story of

Putnam, of Paul Revere, of Molly Pitcher, of Gen. Stark, of Sergeant Jasper, of Washington at Valley Forge and at Newburg (see Fiske's "Critical Period") — O, yes, the story of Nathan Hale and his immemorial words, will stir the soul in any American child and make him more patriotic. I have time to mention just a few more: The Pilgrim Fathers, the "Starving Time," Paul Jones with his "I have just begun to fight"; Lawrence with his "Don't give up the ship"; Perry with his "We have met the enemy and they are ours"; Grant with his "I propose to fight it out on this line if it takes all summer"; Patrick Henry and "Cæsar had his Brutus," etc.; Webster and "Liberty and Union"; Lincoln and "With malice toward none, and charity for all"; and so on *ad infinitum*. These, carved in the tablets of the memory, will make the boys and girls dare any hardship or danger for the common weal. Then, add to these the patriotic poems and speeches with which American and English literature abound, and you have them doubly fastened to love of country. "Paul Revere's Ride," "The Pilgrim Fathers," "A Man Without a Country," Scott's "Breathes there a man with soul so dead," "Old Ironsides," "The Gettysburg Speech," "Columbus," "The Battle Hymn of the Republic," "The Star-Spangled Banner," "My Country,

'Tis of Thee," with many more, will feed the mind and soul with high ideals of right living and devotion to country.

Every school room should have some patriotic picture on its walls. Who could look each day for nine months at Willard's "Spirit of '76," and not be ready at the end of that time to fall in behind that trio? Many more pictures will come to the minds of the readers, that will be suitable for school room decoration.

The holidays should be taken advantage of. Decoration day affords a splendid opportunity, Fourth of July and Christmas, also. James in his Psychology says, that emotions are the result of, not the cause of, mental and bodily action. Then, put a flag, or a bouquet of flowers, into a child's hands on these holidays, and you give him a cause for emotion. What kind? Patriotism. At Decoration day and the Fourth of July, national patriotism; at Christmas, universal patriotism, or cosmopolitanism. And when we all have come to look upon the human wherever found as the Christ looked upon it — as a brother, and God as the ruler over all, then we shall have attained altruism, universal patriotism, the goal toward which we are tending, under the leadership of our noble and patriotic President — Theodore Roosevelt. May we hasten the day!



## THE DEDICATION OF A SCHOOLHOUSE IN THE PHILIPPINES.

BY HELEN O. LEMERT, CAMP DARAGA, ALBAY, P. I.

The opening of a new school building in the Philippines is not yet so common a thing as to pass unnoticed; on the contrary it is a very important event in the life of the community, and is celebrated with bands of music, speeches, singing and dancing.

In the old Spanish days there were very few schoolhouses outside of Manila. Some of the provincial towns, it is true, had buildings specially devoted to school purposes, but they were usually poorly constructed and inadequately equipped. Where there were schools at all, they were mostly carried on in the home of the schoolmaster or schoolmistress. Such things as charts and maps were hardly known, and books were so scarce that most of the instruction was oral. Although the Spanish regulations provided that there should be one master and one mistress for every 2,500 inhabitants, the investigations of the Philippine Commission showed that in reality there was only one teacher for every 4,179 persons. One can easily see from this that schools and schoolhouses formed no very important part of the lives of the people.

This condition soon changed

when the United States took possession of the Islands. If the Filipinos were ever to become a self-governing people they would have to be educated and speak a common language. With characteristic energy the Americans promptly reopened the schools in Manila, and as rapidly as possible established schools in the provincial towns. In January, 1901, the Bureau of Education was organized, and has framed a most excellent system of instruction.

For purposes of administration the Archipelago—with the exception of the Moro province, which is separately administered—is divided into thirty-six school divisions, each in charge of a superintendent; and each division is cut up into districts, each in charge of a supervising teacher, whose business it is to visit the barrios, or hamlets, in his district and direct the work of the native teachers in the school room, organize new schools, and every afternoon from 3:30 to 5 conduct a training class for the barrio and apprentice teachers.

The system provides for three grades of schools,—primary, intermediate and high school, to be crowned in time by a university.

Every barrio has its primary schools, and every provincial capital has, or will soon have, its high school. The length of the course is from eight to ten years,—three in the primary grade, three in the intermediate, and from two to four in the high school. The instruction is all given in English, of course, and there are some places already where English has practically become the language of the community. Most gratifying results are being obtained everywhere.

That the interest in education is a very vital one on the part of the Filipinos was evidenced at the opening of the new high school at Albay, Province of Albay, December 30th. That day has been made a holiday in honor of Dr. José Rizal, the Philippine patriot, and was chosen as a fitting time to dedicate the building, the object of which is to do for the Filipinos what he, the most famous of them all, wished to have done.

The building is a handsome two-story structure, the lower part of stone and the upper part of wood. The lower story was formerly part of one of the government buildings which were burned when the insurgents withdrew at the approach of the Americans. For purposes of economy it was taken for the foundation of the school building, and the superstructure was accommodated to it.

The first floor is used for industrial work, to which the intermedi-

ate grade is largely devoted; and the upper part is used for the academic training. Already a fair supply of tools is on hand, a new piano has arrived from Manila, and an appropriation of 2,000 pesos has been secured for a library. They are certainly beginning in the right way, these Filipino schools. There is wisdom at the head of them.

For several days before the dedication the Presidente and a corps of assistants were busy decorating the large assembly hall in preparation for the event. Walls and ceiling were tastefully and elaborately adorned. In the place of honor over the platform was the portrait of Rizal. On his right was the picture of President Roosevelt and on his left that of President McKinley. On the opposite wall hung the pictures of Washington and Lincoln. American flags were everywhere in evidence, of course, and palms and flowers were used profusely. But the most conspicuous feature of the decorations were the banners that were displayed. Every grade in the school was flying its own device, and every school in the province of Albay, with some from the neighboring province of Sorsogon, had sent in one or more banners to do honor to the occasion.

It being vacation time, native and American teachers from all over the province were present. As Albay does not boast of a band, the United States launch went to Sor-

sogon the day before and brought over the Constabulary band from that place, and incidentally all of the Sorsogon teachers.

Fortunately Saturday morning dawned clear and continued so throughout the day. The exercises began at 8:30 A. M. with a baseball game between the Albay team and the Ligao team, in the plaza in front of the school building. There were seats in the balcony of the school house from which we could see the game comfortably, and a very good game it was. The Albay boys were on their mettle, and of course carried off the honors.

Base ball, by the way, is made a very important feature of the school life in the Philippines. Every high school has an enthusiastic team, and boys of the lower grades play untiringly whenever they can find a place and the necessary ball and bat. I don't know what they resort to for balls, but the other day I saw a group of boys playing with half of a paling for a bat. It is hoped that better physical development will result from the strenuous out-of-door exercise, as it undoubtedly will, and that our national game will help to win the Filipinos from the cock-pit and the monte table.

After the ball game there was an inspection of the building.

In the afternoon there were exercises appropriate to the occasion, singing of American patriotic songs, and addresses both in Eng-

lish and in Spanish. There was to have been one in Bicol, the dialect of the province, by the Governor of Sorsogon, but at the last moment he found himself unable to attend.

The program of the evening was devoted to songs, speeches, and recitations in memory of Rizal. This illustrious man, born in 1861 and shot to death as a traitor December 30, 1896, labored unceasingly to right his country's wrongs. He received a liberal education from a wise Filipino priest, and afterwards traveled in Germany, France, Spain, England, and America, studying their languages and customs. Because of some books and articles he had written calling attention to the misrule of Spain in the Philippines he was arrested, tried, and condemned to death. The American government here has honored him, as has been said, by making the 30th of December a holiday. A monument is soon to be erected to him in Manila, and his face appears on the most commonly used form of paper currency. He is held up to the people as the embodiment of patriotic manhood.

After the evening's program, the assembly hall was cleared of chairs, and the dancing began and continued into the small hours of the morning.

It would be out of place in closing not to pay tribute to the American teachers here in the Philip-

piners. They are, as the Superintendent of Education says in a recent article, among the very best products of American universities and American homes. They are wise, tactful, enthusiastic in their

work, and devoted to the best interests of their pupils and the community at large. The transformation of the Filipinos is in their hands.

#### **A COMPARATIVE VIEW OF THE UP-TO-DATE AND OUT-OF-DATE TEACHER.**

*By Bess Graham, Danbury.*

School methods progress as do business methods. The successful farmer keeps in touch with all agricultural improvements. He is intelligent in business and politics, yet in too many instances he sees no reason why the country school in sight of his up-to-date home should not be conducted as it was twenty years ago.

The text-books bear the thumb-marks of the past generation; we look in vain for maps or charts. Suggest to the teacher that he take his class to the yard for a practical demonstration of the geography lesson, and he will tell you, with infinite disgust, that the Board doesn't hire him to make mud pies. There is no evidence of busy work; it has not occurred to him to employ the imagination and inventive genius of those active minds and fingers. There are no newspapers, no magazines, no current events bulletins; the teacher has not thought it necessary to impress upon the pupils that they are in the world and of the world.

The pupil should feel that school life is not only a preparation for business, but is business itself. It

is true we sometimes hear old pioneers say education is of small value; they prospered with little or no schooling. While this statement may hold true when spoken from the wilderness, it is now past consideration.

The mere rudiments of education may have been sufficient to advance John's grandfather far along the path to success; but John, with such superficial knowledge, would be unable to cope with modern minds and methods.

The progress of the Nation depends upon the development of the individuality of the schoolboy. If he is to be an alert, up-to-date business man, quick to see and respond to the demands of the hour, he must have before him a teacher who is awake to present needs; one who can infuse vim and vigor, can arouse to quick, decisive action. Life alone generates life; the teacher must be what he wants the boy to become.

The up-to-date teacher should develop physically, intellectually and spiritually. He must come before his pupils with vigorous, pulsating personality; a mind capable of grasping and mastering the exigencies of life; a sympathetic, inspiring, reverent soul.

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O. T. CORSON, EDITOR AND PROPRIETOR.  
F. B. PEARSON, MANAGING EDITOR.

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NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES, BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE.

WHEN the children in our schools are asking for bread it is the part of wisdom to see to it that we do not give them a stone.

\* \* \*

THE teachers who go to San Francisco this summer will, at least, come back with a broader conception of the size of our country.

\* \* \*

THOSE who think that teaching is easy work should visit the school

at the closing hour and note how tired and worn out the teachers are.

\* \* \*

CHILDREN often do more to inculcate right standards in their playmates than the teachers themselves. Herein lies one strong point in our schools.

\* \* \*

THE teacher in Ohio who can not find a summer school to his liking must be very hard to please. There are many excellent ones to be found.

\* \* \*

PUT-IN-BAY is beginning to loom larger upon the horizon, and many a teacher is looking forward eagerly to the time of the meeting of the State Association.

\* \* \*

THE next State examination will be held in Columbus June 19-21. All inquiries concerning this examination should be addressed to Hon. W. H. Meck, Dayton, Ohio.

\* \* \*

Now if the Board of Control of the Reading Circle will give us three books, and no more, for next year, the past will all be forgiven and all will be happy.

\* \* \*

A MAN is doubly a man when he knows that people think him a man, and a boy is a man in embryo. Belief in the boy tends to develop the best there is in him—and that best may be very good.

THIS snow that covers the trees and wires, that transforms fences, sheds, logs and stumps into fairy palaces—how would it impress children of the tropics who never saw snow? They would revel in the beauty, of course. Just so with other new sensations, if the teacher knows how.

\* \* \*

EVERY recitation, no matter what the subject, should be a recitation in English. The instruction need not be formal, nor yet elaborate. A mere suggestion is often all that is necessary, and this suggestion may be the beginning of greater accuracy in the use of English.

\* \* \*

THE stereopticon is a useful piece of school apparatus, and can be made to contribute greatly to the interest of about every subject taught in the schools. In geography, history, science, and literature especially it reinforces the work of the class-room and gives impressions that endure.

\* \* \*

WHEN we start a teacher's agency we shall run it on principles of extreme simplicity. Instead of a long list of questions as to ancestry, previous condition of servitude, color of eyes and hair, political affiliations and aspirations, physical defects and ability to lead the singing at a camp-meeting, we shall confine ourselves to these two questions: 1. Has he horse sense? 2. Can he teach school?

HERE'S to the schoolmaster who never carries his prejudices into the schoolroom, who always comes up smiling on a knock-down by an irate parent, who is a man outside the schoolroom as well as inside, whose faith in his fellow teachers never wanes, who pays his debts, sympathizes with and helps the struggling beginner in the teacher's work, and who carries the dignity, the cheer, the good will of a true schoolmaster into all his life's activities. Long may he live, and prosper as the ideal of the teaching profession!—*Wisconsin Journal of Education*.

\* \* \*

FROM all over Ohio come inquiries concerning the trip to San Francisco to attend the N. E. A. meeting, and, hence, the detailed statement of the whole matter in this issue. With the full statement before them, teachers will have no difficulty in "visualizing" the whole trip, and so will be freed from anxiety. It requires some days, of course, to cross the continent, but travel has become so systematized and simplified that the trip to San Francisco is now a comparatively easy one. With a fair amount of scrip in one's pocket no clouds need fleck one's sky.

\* \* \*

THERE seems to be a revival of interest in the spelling reform movement, and some of our Ohio school men are espousing the cause most ardently. Without discussing

the question pro or con, we wish merely to suggest that it might be well for those who advocate this reform to go one step farther and investigate the claims of the new language, *Esperanto*. If one-half the claims are true that are made with reference to this language, then it will prove the long-sought panacea for all the ills of silent letters and the attendant grotesque spelling.

\* \* \*

"GREAT men have greater faults than little men can find room for." Of course. A forty-acre field contains more stones than a garden patch, but the field with all its stones will produce far more corn than the garden without a single stone. Lincoln had faults, and Gladstone, and Washington. Negative goodness may solace the possessor, but it does not do the world's work. The man who is busy doing something that is worth doing hasn't time to take an inventory of his own virtues, nor yet of his neighbor's faults. The mere absence of weeds in a garden will not furnish the table with fresh vegetables.

\* \* \*

CERTAINLY, young man, you can succeed! To think failure is unworthy of you. Why were you placed in this world if not to succeed? If you fail, it were better had you never been. Success may not be just what you think—you may be on the wrong road, but, in

time, you must find the right way if you have anything in you that can be properly called sterling. Yes, you will stumble and fall, but that is a test of your ability to get upon your feet again. If you lie there and cry—well, in that case, there is nothing to you and you are occupying space that should be growing corn, or pumpkins, or flowers.

\* \* \*

IF we can only transform the waste place into an Eden—cause trees and flowers to grow where before was only sand, cause birds to sing in the trees above and fountains to play underneath, transmute death into life, life that is full, and free, and joyous—if we can do this then will it be evident that the books, the apparatus, and the school equipment have been used to good purpose. This standard is not too high. This is just what is coming to pass in every good school every day, and this the result toward which every good teacher is constantly striving.

\* \* \*

BLESSED be inconsistency! To have today altogether consistent with yesterday shows lack of progress. We can not know today what tomorrow will be if we are moving on and, therefore, we can not make the work of today a prophecy of tomorrow. If we are standing still, never moving out of our tracks, we know just what tomorrow will be and hence all the

today's are consistent with all the yesterdays, and so on to the end of the chapter. All the great movements forward have been inconsistent with what preceded them—the printing press, the telegraph, and all the others. Blessed be inconsistency!

\* \* \*

SHE is not conscious of her influence but the influence is there because of her presence. When she enters the room there is order, not because they fear her, but because she is there. She is a Presence and when she enters space becomes saturated with a spiritual aura. Her influence is herself—not what she says or does. She says and does right things because she is what she is. Herself pervades the room without words or acts. When she leaves the room seems vacant. Not her face, not her dress, not her movements. These are external, superficial. These are not herself. Herself is not visible—not tangible, but none the less real.

\* \* \*

ONE of the prime needs of the schools is that the children be trained to pronounce the words clearly and distinctly in the reading lessons. The sing song is bad enough, but the mumbling and the mangling of words is vastly worse. The former will vanish, in time, without much effort on the part of the teacher, but this habit of mumbling is a handicap for years if not for life. Illustrations need not

be given, for the teacher can find them in plenty by listening to the class in reading. The schools may not be to blame for the habit, but they will be to blame if they do not try to eradicate the evil.

\* \* \*

THE really great man is the one who works out to the limit of his capacity, not being careful to see how much work he can avoid. He must do this in order to express himself and he does it even though he may care but little about impressing those about him. To him work is life and without his work there would be no life for him. Herein lies his greatness—and not in any genius he may be thought to have. The greatness of Japan lies in the fact that more of her people are working out to their limit than in any other nation. No matter, specially, what the work is the man must do his work, must work to the limit in order to be a man.

\* \* \*

THE teacher who has been doing the same thing in the same way for so long time that he does it mechanically needs some blow that stuns not but wakens. There is danger that he will become ossified or petrified. What he needs is to experience a thrill of life once more. The groove in which he moves to and fro become deeper all the while. He needs to jump the track, to have a good rousing smash up once just to enliven the



occasion. The grinding of machinery, the noise of escaping steam (if there is enough steam to make noise), the clanging of the bell, these might start the circulation. Possibly this figure is a little mixed, but unless he wakes up he'll never notice it.

\* \* \*

THE German yearns toward Vaterland, the Southerner toward Dixie, the Prodigal toward Home, and the student toward truth. To the real student truth is home because away from truth he suffers all the agony of nostalgia. Only in the domain of truth does he feel that he has come to his own, that he is nearing his destination, that he is coming into his rightful heritage. In this realm work is his greatest joy, work is his life. No work is done here grudgingly or perfunctorily, but with a constant sense of delight. The teacher who can bring to pass this yearning for truth, whether in science, history, or whatever else, has done a good work.

\* \* \*

ACCORDING to one who ranks high in the educational councils of our State much of the work in our schools makes for dishonesty. True enough we have some cheating, we have some pupils who use keys and translations, we have a falsehood, now and then, and we have other phases of dishonesty. Sometimes a teacher goes wrong also, and a banker, a business man,

a minister. But this fact does not discredit all bankers or ministers, not even their business. We have not reached perfection by any means, but we are yearning toward the truth and toward light, and we are optimistic enough to believe that there is less dishonesty in the schools today than ever before and the pupils look with greater favor upon honest methods than ever before.

\* \* \*

DOGGIE had never gone up the stairs by his own efforts and, hence, teaching him to do so was fraught with many lessons of pedagogy. He was placed on the step next to the top and encouraged to make the ascent of one step. When he did this he was complimented upon his success. There was no cake held in front of him to induce him to climb, but the reward came after his success. Then two steps were made in the same way and then more words of approval. When three steps loomed up before him the task seemed too great for a time. But he was not punished, neither was he dismissed from the class. On the contrary he was encouraged to make the effort. When in half an hour's training he went up the entire stairs he was the happiest citizen in dog-land.

\* \* \*

IN educational addresses we hear much said on the subject of character and yet no one takes the

trouble to tell his auditors just what he himself means by the term he uses so frequently. It is pleasant, therefore, to have a pronouncement on this subject from such a man as Dr. W. O. Thompson, whose article in this issue will tend to clarify the situation. He gives us a working basis upon which to build the whole moral structure and after this is read we need no longer deal in generalities in speaking on this theme. We incline to the belief that this paper will be cited and quoted for many years because it discusses this whole subject so forcibly and clearly.

\* \* \*

BECAUSE of her fidelity in managing the primary department of the Sunday school the members of the Broad Street Presbyterian Church, Columbus, have raised a purse for Miss Louise Mulligan, a teacher in the schools, to be used by her in taking a trip to Europe during the coming summer vacation. This speaks volumes for Miss Mulligan, of course, but it shows also that right-minded people are interested in their teachers, and are willing to give rewards of merit. Miss Mulligan was born near Londonderry, Ireland, and so will revisit the place of her early childhood. We are seeing better days when a teacher in our schools is thus so signally honored.

\* \* \*

WHAT thieves we are! Here we go on in our process of education

depriving the children of opportunities to keep imagination strong and healthy. Imagination is inherent in childhood and we can find no period of life that should be a stranger to it. The people who have imagination are the people who move the world — captains of industry, explorers, writers — and all the others. Instead of stimulating imagination both homes and schools very often stifle it either consciously or unconsciously. Let the children read fairy stories till they have reached the age of seventy at least; let them build their castles of air and help in the building; let them dream dreams and see visions. All these dreams and visions and castles are just so much capital to draw upon in the future.

\* \* \*

WHILE the air is full of talk concerning the influence of the schools upon morals it is well for us to stop a moment to consider. Life is subjective rather than objective and yet we go on in one mad rush for the objective as if it constituted life. The thing we long for is life and think we shall find it in the possession of something outside of ourselves — in childhood, the moon, in later life, houses, lands, wealth, position. To enjoy a flower there must be something of its beauty and fragrance in ourselves. Otherwise it makes no appeal to us. So, also, books. We ourselves must be attuned to their influences. The whole process is psychological

spiritual. The self thus attuned may derive as much joy from a book that costs a dollar as the other self can from an automobile that costs a thousand. It is subjective.

\* \* \*

At the recent meeting of the school boards of Ohio at Columbus it was the consensus of opinion that it is great injustice to expect any one who is worthy the name of teacher to do the work of the school for less than forty dollars a month. The opinion prevailed that the schools should pay a good living salary and then demand a high standard of proficiency. This is altogether fair and reasonable and is just what is done in other lines of activity. We should get the people who can do the work well and then pay them well for their services. No teacher who is worthy will slight her work because she is receiving a meager salary, but she will be heartened by receiving something like adequate compensation.

\* \* \*

THE Columbus board of education recently established a rule by which teachers will receive full pay for not more than two days' illness in any month and after that, for a limited time, they will receive the difference between their salary and that paid a substitute. Attention was called to the matter by Dr. P. D. Shriner, who had canvassed the situation sufficiently to see that

some such action is but justice to the teachers. Aside from the monetary phase of the matter, the teachers are thus made to feel that the Board is their friend, ready to help in time of need, and ready to show sympathy to a faithful servant. All honor to Dr. Shriner and to the Board as a whole for this token of kindly consideration.

\* \* \*

LAST year fifty-three memberships were paid to the treasurer of the State Teachers' Association by teachers of East Liverpool. Some of these teachers did not attend the meeting at Put-in-Bay, but they paid their fee because of their patriotism, and their loyalty to the cause of education as represented by the State Association. They feel that they are the beneficiaries of every advance movement in school affairs, and being true to themselves they feel it incumbent upon them to bear their part of the expense of supporting this association. The superintendent of their schools has been instrumental in having salaries advanced and they felt inclined to lay a thank offering upon the altar of the State Association.

\* \* \*

TEACHERS in the schools of Ohio ought to be very thankful that they have lived to see this day when a premium is being put upon honesty and fair dealing and when the opposite of these are being tabooed. Our work will be far easier. If a boy comes to school feeling that

the one thing necessary in life is simply to "get there" without much regard to method and means this sentiment will soon make itself felt in the class. He is tempted to apply this to his school work, and this makes the teacher's task difficult. But we shall now see and feel a change. The millennium is not here yet, of course, but the ideals of the teacher find a far greater degree of sympathy in the community than ever before. Let us all be thankful.

\* \* \*

THE Ohio College Association has performed a distinct service for scholarship by establishing the rule by which students are barred from engaging in athletic contests on regular teams until they have spent at least one year in the college. We heartily believe in athletics if conducted properly, but this rule will put the emphasis upon class work where it properly belongs. Membership in athletic teams should come as a reward for work well done and not be held as a bait to lure young men into college. If some such rule could be devised touching the whole question of fraternities it might be well. The young man should make his place in the college before doing anything that might in the least jeopardize his standing.

\* \* \*

THE warm days are coming on now and we shall soon get out our marbles and tops and kites. As

soon as the frost is out of the ground down there in the hollow behind the school house we'll take up the subject of ball. Until that time comes we'll have a quiet little game of "sock-up" there on the sunny side of the house. Does it hurt? What a question! Of course it hurts, but a fellow wouldn't "let on" — not if he has any sand, and if he hasn't he'd better go off and spin a top or borrow a doll from one of the girls to play with. Hurt? Does a cannon ball hurt when it hits you? Who cares how much it hurts? Get out of the way of it and it won't hurt. What's "sock-up" for anyhow? But "bull-pen" is the game! Never played it! Well, you are a tenderfoot! No, the girls don't stand around and wave flags and rags at you and call you pet names and give the school yell, but it's great fun just the same. Then you don't wear a lot of quilted things, either, to protect you from the thunderbolts of Zeus. Your business is to dodge 'em, and if you can't do that you ought to get hit. No, they don't have any "bull-pen" doctor, nor arnica and things. When you're out you just drag your frame over and prop it up against the rail fence. Better whistle, too, while you're doing it, or some one will think you are nunsy. See that game of "bull-pen" last spring down at Buckcreek school? Great game! Frank Dyer, and Jake Shawan, and Bill Thompson and My. Hard and Jack

Weaver, and Charley Bennett and Abe Humphrey and Tom Coates and Al. Ellis and John Mackinnon and Jake Sharkey and Josh Simkins and Ed. Cox, and Dave Lyons, and Charley Van Cleve — oh, all the boys were there. Greatest game on earth is "bullpen."

#### **AMONG TEACHERS AND SCHOOLS.**

My first recollection of the name Dresden, is that of having to memorize, under penalty of forfeiture of recess, a statement to the effect that the Muskingum river is navigable as far as Zanesville, and by means of locks to Dresden. "Navigable" meant little to me and "locks," in connection with a river, was a puzzler. The dose, however, was swallowed without complaint and the reward of fifteen minutes of outdoor play well repaid the effort. My last remembrance of the town of that name, located on the banks of the Muskingum, is that of a recent visit to its schools. I found Supt. E. E. Smock, who has had charge for seven years and whose terms has just been extended for three years more at an increased salary, and his eight assistants busily and harmoniously at work with the three hundred children who form a very happy good family. Perhaps, the most marked feature of the school is its record for sending its graduates to schools of higher learning, fifty-one per cent. of all who have completed the course, having gone on to more

advanced work of some character, and thirty-seven per cent. having taken up regular college courses. Few schools can equal this record.

Dr. Herman S. Piatt of Coshocton, who is well known to the MONTHLY family by his articles, has become so thoroughly "Buckeyeized" that he sometimes forgets that he hasn't always lived in the State. While he is progressive in his ideas and recognizes the importance of the new in education, his good common sense keeps his feet on the ground and his head level. Under his supervision, several changes have been made in the schools, and departmental work has been extended down into the advanced grammar grade, or eighth year, three teachers being employed for the work. If there is any argument against such a policy, Coshocton does not furnish it. All who are in any way connected with or affected by it, are well satisfied with the results.

Principal F. P. Geiger of the Canal Dover high school did his work so well during the time that he held that position, that his promotion to the superintendency of the schools naturally followed, when Superintendent McMillan was called to Marietta a few years ago. He is cordially supported by his board of education and teachers and the former furnish enough of the latter to render unnecessary the crowded condition of the school rooms, found in too many schools.

The high school courses are now all four years in extent and the results secured by the three teachers in charge are most satisfactory.

Supt. George C. Maurer of New Philadelphia is proving the fallacy of the number thirteen superstition. He is serving his thirteenth year in his present position and instead of finding it unlucky, his patrons and teachers are authority for the statement that it is the best year of his work in the schools. While he is not at all venerable in the phase of meaning of that word which implies advanced age, he is the embodiment of its meaning in the honor and respect which he so richly merits and which he receives from all the people of his community. The high school, the largest, I believe, in Tuscarawas county, is in charge of Principal Wyley and four assistants and the spirit of enthusiasm is quite manifest everywhere. The school is the proud possessor of a foot ball team whose unanimous score of zeros for all the teams unfortunate enough to get in its triumphal march last season, speaks well for the physical training of its members.

The "Twin Cities" of Uhrichsville and Denison are growing materially and educationally. I found Supt. Angel of the latter engaged in conducting a very thoughtful recitation in physics and, while he is serving his first year as the successor of Supt. Hobson, now of Cambridge, he seems to be thor-

oughly at home in his new field. Dennison has recently voted to build three new school buildings—two of eight rooms and one of four rooms—and this fact plainly proves that there is "something doing" in the town.

Supt. Everett of Uhrichsville is another boy who is receiving his reward for being faithful in lower positions, having been called up higher four years ago, from the high school principalship to the superintendency where he is earning a reputation for faithfulness to duty. The course of study for the high school, recently adopted, shows careful preparation and three well equipped teachers are in charge of the work.

It was my purpose to include New Comerstown in the trip indicated by the preceding account, but learning that the schools had been closed for a time on account of diphtheria, and that the local option battle, won some time since by the friends of temperance, was still raging with such fierceness as to cause the recent arrest of one of the ministers for carrying concealed weapons, both health and safety seemed to demand a postponement of the contemplated visit.

When Supt I C Guinther, of Galion, gave up a fairly good position nearly fourteen years ago to teach in the grammar grade of this city, whose schools are now under his direction, only a few of his closest friends knew the unselfish

motive which led to the sacrifice he made as a matter of duty to those who needed his care. Certainly no duty was ever more cheerfully performed and seldom more quickly rewarded. After one year he was made principal of the high school, which then enrolled only thirty-five pupils, and at the end of three years in that position was promoted to the superintendency. The high school now enrolls 240 pupils, in charge of six teachers. The growth in this department is out of all proportion to the growth in attendance in the lower grades, and can be accounted for in large measure by the spirit of work and co-operation all along the line. Indications of this spirit are plainly visible to any one who will spend a few hours, as it was my privilege to do recently, with the teachers in their work. The music and drawing are marked features in both the elementary and high schools.

Supt McVay is authority for the statement that Sidney has the best high school faculty he ever met. "They are seven," and have charge of over 200 as enthusiastic boys and girls as can be found in Ohio. When the whole combination of pupils and teachers is packed into a room with only sixty seats, there is literally a full house as well as a very responsive one. The growth of this high school is also remarkable. Of sixty-five pupils promoted from the eighth grade last

June, sixty-three are in the high school this year.

Supt J W Mackinnon began his career as a teacher in the Bellefontaine high school, and after nearly a quarter century of service in London and Middletown, his old friends and neighbors, through the Board of Education, some of whose members were his former pupils, sent for him to take charge of the schools in his home city, where he is very much at home in the fullest sense of that expression. Such a record is one of which any man has a right to be proud. In this instance the prophet is not without honor in his own country. Here I again found a large, enthusiastic high school.

A brief stop between trains at Marion furnished an opportunity to see Supt H. L. Frank in action for a few minutes. The corps of teachers in that growing city now numbers seventy-five, of which number eleven are in charge of the high school. The educational atmosphere seemed to be well charged with ozone, and another successful school year is being added to the educational history of that community. O. T. CORSON.

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#### FIVE THOUSAND DOLLARS FOR TEACHERS.

To any one who has attended two N E A meetings on the Pacific coast, nothing expressive of the generosity of the enterprising citizens of this wonderful country

tends to create surprise. The following offer made by the Portland Commercial Club, a thoroughly reliable organization, will certainly interest every teacher who expects to attend the meeting at San Francisco in July. Here is a chance for eighty people to win prizes worth from \$10.00 to \$1,000.00 each. Some of these prizes should come to Ohio. The extra cost of the return trip via Portland is only \$12.50, and the Union Pacific and Southern Pacific Railroads are the most desirable to be used for the journey. W. H. Connor, general agent for these lines, 53 East Fourth street, Cincinnati, will be glad to give information relative to the country through which they pass, and persons desirous of additional information regarding the prizes outlined in the following should write to the address given at the end of this article.—EDITOR.]

#### \$5,000.00 IN CASH PRIZES.

##### *To the Teachers of America:*

To evidence its appreciation of the National Educational Association's selection of the Pacific Coast as the scene of its annual convention at San Francisco, California, July 9th to 13th, inclusive, and to encourage delegates to include Portland and Oregon in their itinerary, the Portland Commercial Club offers FIVE THOUSAND DOLLARS in prizes for articles on Portland, Oregon, and this section of the United States, as follows:

First prize .....	\$1,000 00
Second prize .....	500 00
Third prize .....	250 00
Fourth prize .....	200 00
Fifth prize .....	175 00
Sixth prize .....	150 00
Seventh prize .....	125 00
Eighth prize .....	110 00

Ninth prize .....	\$100 00
Tenth prize .....	90 00
Ten prizes of \$75.00 each....	750 00
Ten prizes of \$50.00 each....	500 00
Ten prizes of \$25.00 each....	250 00
Twenty prizes of \$15.00 each..	300 00
Twenty prizes of \$10.00 each..	200 00
Judges (to be acceptable to the officers of the National Educational Association)...	300 00
Grand total .....	\$5,000 00

In order to be eligible for composition these articles must appear in a regular edition of some newspaper or other publication printed outside of the States of Oregon and Washington, said publication (complete) to be in the hands of the Judges not later than October 1, 1906. These articles must be sealed and addressed to

TEACHERS' CONTEST,  
Care Portland Commercial Club,  
Portland, Oregon.

They will be opened by the Judges. Prizes will be awarded strictly on the merits of the articles. Contestants may treat any phase of the subject that appeals to them—National Resources, Scenery, Irrigation, Agriculture and Horticulture, History, Educational and Religious Advantages, Climatic or Social Conditions, etc.—or in a more comprehensive vein. The Judges will be absolutely untrammelled in making their decision.

This offer is made, not so much with a view of having the country "boomed" in the common acceptance of that term, as to have the teachers of the country become more familiar with this portion of the United States and give expression to their views in such articles as will be acceptable to papers throughout the entire Union.

TOM RICHARDSON, *Manager,*  
Portland Commercial Club,  
Portland Oregon.

#### THE N. E. A. SPECIAL FOR CALIFORNIA.

Having attended two N. E. A. meetings on the Pacific coast, I have some realization of the delightful trip in store for those who



expect to attend the meeting in San Francisco July 9-13, 1906.

All teachers and their friends are invited to join our N. E. A. special, a splendid through Pullman train, consisting of both Pullman standard and Pullman tourist sleeping cars, and free reclining chair cars, to be run on special schedule from Chicago *through* to San Francisco *without change of cars*.

The route of this special train is via the Chicago and Northwestern Railway from Chicago to Omaha. This is the only double-track railway between Chicago and the Missouri River, and passes through the most beautiful portions of northern Illinois and Iowa. From Omaha the route is via the Union Pacific Railway, across Nebraska and northern Colorado to Denver, and from Denver to Salt Lake City via the Colorado Midland, through Colorado Springs, Ute Pass, Granite Canyon, Leadville, Glenwood Springs, and many other interesting points in the "wonderful mountains and canyons" whose scenery led President Roosevelt to write, "I realize that this State is becoming more and more the playground for the entire Republic." From Salt Lake City the trip continues via the Southern Pacific, across the Great Salt Lake, via the famous Lucin Cut-Off, through Nevada, and down the western slope of the Sierras, to Sacramento and San Francisco.

While the details of the trip have not yet been completed, the schedule will probably be as follows:

Leave Chicago Monday, July 2, at 10:30 P. M., and reach Denver at 7:00 A. M. Wednesday, July 4. The forenoon will be spent in this beautiful city, and after lunch the journey will be continued to Colorado Springs, in which vicinity the remainder of the day will be spent in viewing Cheyenne Canons, Manitou, Garden of the Gods and Pike's Peak. On Thursday, July 5, will come the charming ride through the mountains in the midst of beautiful scenery, with short stops for dinner and supper at points of unusual interest. Salt Lake City will be reached early Friday morning, July 6, and all of that day will be spent in the unique and beautiful Mormon capital, where the party will have an opportunity to visit Fort Douglas, see Saltair on the Great Salt Lake, and hear an organ recital in the Mormon Tabernacle. At 8:00 P. M. Friday, July 6, the special will leave Salt Lake City for the Golden Gate, reaching the Convention City at 8:00 A. M. Sunday, July 8. An itinerary giving in more complete form all the details of the trip will be issued soon and will be mailed free to all persons who desire it. This itinerary will also contain full information as to how to reserve sleeping car accommodations in either Pullman standard or tourist cars, and

full directions regarding baggage, etc

The round-trip rate from Chicago is \$64.50; from Columbus, Ohio, \$74.30. Teachers can get the exact rate from their home towns by inquiring of the local agent. Remember that the special train leaves Chicago, and that if you desire to join our party your ticket must read from Chicago via the Chicago and Northwestern Railway to Council Bluffs, Union Pacific Railroad to Denver, Colorado Midland Railway to Salt Lake City and Ogden, and the Southern Pacific Railway to San Francisco or Los Angeles.

Sleeping car rates, Chicago to San Francisco, double berth (will accommodate two people), in Pullman Tourist sleeping car, \$7.00; in Pullman standard sleeping car, \$14.00; private compartment, \$39.50; drawing-room, \$53.00. The rate for double berth in Pullman standard sleeping car from Chicago to San Francisco or Los Angeles, accommodating two people, with stop-overs as provided for, will be \$17.00, and in Pullman tourist car \$8.50. One and one-half days stop-overs are provided for and the advantages derived from the stop-over privileges will more than compensate for the small extra charge for sleeping car space.

The round-trip rates previously named apply to tickets going via Ogden and returning the same route, or returning via direct South-

ern routes. For tickets going or returning via Portland, the rate will be \$12.50 higher. This permits choice of routes via rail or steamer between San Francisco and Portland; and between Portland and Chicago, either via Huntington and Omaha or via any of the direct routes to St. Paul and Minneapolis, and thence to Chicago via the Northwestern Line.

Persons who desire to join our party can purchase tickets of their home agent via the most convenient route to Chicago, but must be certain to have their tickets from Chicago to San Francisco read via the lines heretofore named. Each person must also select the return route he desires. The dates of sale for tickets going are June 25 to July 7, inclusive, and the final return limit is September 15, 1906. Stop-overs will be allowed within this final limit at points west of St. Paul, Minneapolis, and the Missouri River, if tickets are deposited with joint-agent at each stop-over point immediately on arrival.

It is impossible to tell the exact cost of the trip, as that will depend upon the kind of sleeping car used, the length of time occupied in the entire journey, the character of hotel selected, and many other factors to be determined by the individual. It is safe to state, however, that the tour need not be a very expensive one, and experience leads me to say that it will amply repay the most. Every effort will

be put forth to make the trip a thoroughly enjoyable and profitable one, and a most cordial invitation is hereby extended to all teachers and their friends to join us.

O. T. CORSON.

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**SUPERINTENDENT W. W. ROSS.**

Superintendent William Wallace Ross of Fremont, long one of the best known of Ohio educators, passed away at his home at 8:30 on Sunday morning, March 4th, the immediate cause of his death being acute heart failure. Prof. Ross had complained somewhat for a week preceding his death, but was able nevertheless to attend to his school duties, and was not considered seriously ill by his family. He died as the soldier loves to die with his battle armor on.

Supt. Ross, as his name indicates, was of Scotch descent. The first of his ancestors to come to America, was Capt. Ross who fought with Wolfe and assisted in the capture of Quebec in 1759. His father and mother came from New York to Ohio in 1830, and settled at Seville, Medina county. Here the subject of our sketch was born December 24, 1834. He came of sturdy, industrious, energetic stock. His father was a representative citizen of Medina county, a man possessed of superior judgment and foresight, and honored in an official way by his neighbors for many years. The mother, Mary Harkness Ross, came of a family

equally as vigorous, some of whom have been especially prominent in financial and industrial organization.

Prof. Ross received his early training in the schools, common and academic, of his native village. Later he spent a year at the Twinsburg Institute in Ashtabula county, and yet later was under the tuition of Charles Foster, a graduate of Dartmouth, and eminent as a teacher. The greater part of Prof. Ross' education, however, was had in the "University of the world." He applied himself constantly and diligently to acquiring knowledge from every possible source. Books and nature, men and things, current events and past history, alike furnished material for his active and penetrating mind. The honorary degree of M. A., was conferred upon him by Western Reserve University in the 70's.

At the age of sixteen he took up the schoolmaster's role in the town of his birth. At nineteen he organized a normal school at Spencer, and a year later took charge of the Academy at Seville. Ten years of his early manhood were spent in Medina county at Seville, Spencer, and Wadsworth. Several years ago a prominent judge of that county, recalling his schoolmates and teachers paid this tribute to Prof. Ross. "No man has influenced the people of Medina county more than did that young, gifted, enthusiastic teacher."

During this time his vacations were employed in reading law and so faithfully did he apply himself that he was admitted to the bar in 1861. Although he never practiced, he retained his interest in the legal profession, and upon his coming to Fremont became one of the charter members of the Sandusky County Bar Association. From 1862 to 1864 he was superintendent of the Clyde public schools. Here he displayed such high administrative ability as to attract the attention of the county seat whither he was called in 1864. Since that time his work has been in Fremont where he has been identified with every good word and work. His labors for the public weal have given him a place with those foremost of the city's benefactors, Sardis Birchard, Rutherford B. Hayes, Gen. R. P. Buckland, Wm. E. Haynes.

In his field as educator and superintendent of schools he was best known. "Ross of Fremont" came to be an expression in Ohio educational circles very like the earlier one that designated that other great teacher of boys and lover of men, "Arnold of Rugby." For nearly forty-two years he was at the head of one system of schools and brought it to a high degree of efficiency. He was one of a dozen men pre-eminent in the annals of education in Ohio. Andrews, Cowdery, Stevenson, Hancock, Harvey, Hinkle, Rickoff, Tappan, Johnson,

Ross, a constellation of worthies of which any state might be proud.

Supt. Ross has always been a regular attendant at teachers' meetings from the local institute to the national association. His last appearance at such a gathering was at the Four-County meeting held in Bellevue on January 31 where he appeared on the program and read a paper replete with all his old-time vigor and thought.

He has served as president of the Ohio State Teachers' Association, and also of the Tri-State Association. For three terms he was a member of the State board of school examiners. In 1871 he was the Democratic candidate for state school commissioner, and in 1894 was solicited to become the party nominee for Congress but declined, preferring pedagogics to politics.

As a writer, Prof Ross was versatile and vigorous. His writings include treatises on a wide range of topics, entering the fields of politics, economics, sanitation, literary criticism, as well as that of education. Many of these papers show a wealth of thought and an elegance of style and diction that make them literary gems. His paper on "Free Text Books" published in the state school commissioner's report some twenty years ago, had much to do in preparing the way for the legislation we now have upon that subject.

In mathematical studies, astronomy, and physics, Prof. Ross was a

master. The dissected mathematical forms invented and perfected by him, and familiarly known as the "Ross blocks" are quite generally used in the schools and colleges of the United States and Canada. In the class room he was at home. Clear in statement, happy in illustration, enthusiastic in manner, he gained and held the attention of his pupils. His inexhaustible patience with the backward and the dull, has kept many a boy in school whom less capable and tactful teachers would have failed to hold.

As an administrator he was farsighted and planned well. He was ever on the alert to take the best among the new pedagogical ideas while holding fast to those things that experience had proven worthy. The kindergarten, manual training, commercial branches, elective courses of study, etc., have all found place in the Fremont curriculum.

He had implicit faith in the common people, and constantly aimed to open the door of opportunity to the poor, neglected and outcast. His impartiality was a marked characteristic. The child of the lowly toiler received the same consideration at his hands as those who came from homes of wealth and station.

His domestic life was ideally pure, devoted to wife and children. Considerate, attentive, tender, gentle, loyal and loving, he possessed those qualities of mind and heart that every woman delights to see

in father, brother, lover, husband. What a contrast his life example with that of others who given place and opportunity by their fellow-citizens have forgotten their high responsibilities, and have disgraced manhood, wronged womanhood, outraged common decency and dishonored their age and civilization.

Supt. Ross was a man of strong religious conviction, a member of the Methodist Episcopal Church, and for forty years superintendent of the Sunday-school. For many years before and after their residence in the White House, Rutherford B. Hayes, and his estimable wife, Lucy Webb Hayes, were members of the same congregation.

There are those who tell us that man is the creature of circumstances, and his success depends chiefly upon his opportunity. While this in some measure may be true, much more depends upon the qualities of the man; for

"Pigmies are pygmies still, though  
perched on Alps,  
And pyramids are pyramids in  
vales."

Supt. Ross had those inherent qualities that made him a lover of his fellowmen, that impelled him to a life of sacrifice and service, and those qualities made him great. In him we have one of whom we can say in the language of the Bard of Avon,

"His life was gentle and the elements

So mixed in him that Nature might  
Stand up and say to all the world,  
This was a man."

Not since the city went in mourning for Ex-Pres. Hayes in 1894, has Fremont so generally mourned the death of one of her citizens. From the time of his death until his burial, the schools were closed. During Wednesday forenoon the body lay in state in the corridor of the Central High School guarded by the boys of the senior class, while one thousand school children passed reverently by, bringing some token of love and affection to place on the casket of their beloved superintendent. Following the children came old students, citizens, friends, a thousand more.

In the afternoon, half-masted flags, draped school-buildings, closed business houses, sidewalks crowded with quiet and reverent citizens, a church building filled with alumni, teachers, superintendents, and the Masonic fraternity, all bore testimony to the love and esteem in which the departed one was held.

The remains were laid away in Oakwood cemetery not far from the spot where rest those of his life-long friend and neighbor, Ex-Pres. Hayes.

E. F. WARNER.

Bellevue, Ohio, March 20, 1906.

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#### EDUCATIONAL NEWS.

—George Buck of the Steele High School, Dayton, has been

elected to the principalship of the new high school which is being organized in that city. Congratulations are extended to the new high school.

—Score another victory for education. On Monday, March 5, Mingo Junction voted by a majority of 4 to 1 to issue bonds to the amount of \$55,000.00 to build a central building for high school and grade purposes. Wilson Hawkins is about the happiest school superintendent in Ohio and he has a right to be. He has worked hard, and this victory is an emphatic endorsement of what he has stood for all these years.

—John H. Rethinger, formerly of Waterville, but now working in the Philippines, exercises supervision of a district comprising about 30,000 people. In all there are nine schools and twenty-one teachers in this district, and he is kept comfortably busy. He is in excellent health and enjoys his work. The best wishes of the MONTHLY are his.

—Mrs. Ann Hughes Marks of Hillsboro writes in very complimentary terms of Dr. Thompson's article on President Harper in our March number. She knew Dr. Harper, both as a teacher and a friend, and is in hearty sympathy with all that Dr. Thompson says.

—There are three schools vacant in Pickaway county owing

to the fact that teachers would not accept thirty dollars a month for their services.

— President Miller of Lima College is greatly elated at the outlook for the spring and summer terms. He already has enough applications to justify the belief that the attendance will be unusually large.

— The teachers of Highland county had a good meeting at Lynchburg, Feb. 17. Supt. F. H. Warren conducted the round table in his felicitous way, Miss Elizabeth Ballentine and John McKinney read excellent papers and Dean H. C. Minnich gave an unusually good address on "The Making of the Supreme Court." The pupils of the Lynchburg schools gave a fine musical program. Dean Minnich had a royal greeting by his hosts of friends in that county.

Supt. E. H. Mark of Louisville, Ky., will address the teachers of Columbus and Franklin county April 21 and they may expect something good. He is a good school man and always has a message when he appears on the platform.

— A good meeting was held at West Salem March 17 and the following school people had a part in the program: Supt. D. W. Jacob, Miss Janet Morrison, LeRoy Smith, Supt. J. B. Mohler,

Supt. E. P. Dean, Supt. Chas. Hauptert, Prof. J. H. Dickason, Miss Jennie Notestein, C. A. Jacot, Ralph Snell, and Supt. W. E. Heichel.

— The oratorical contest to be held in Delphos May 18 is open to pupils in the following counties: Auglaize, Allen, Van Wert, Paulding, Putnam, Hancock, Hardin, Wyandot, Marion, Crawford, and Richland.

— Delphos and Supt. T. W. Shimp are both on the map in capital letters and red ink. The Northwestern Ohio round table meeting will be held there April 6-7 and there are enough topics suggested for discussion to last six weeks. Supt. Shimp is President and the ex-com. is Supt. J. W. Zeller, Supt. C. J. Biery, and Prin. J. W. Wyandt. On May 18 will occur the great oratorical contest of that section of Ohio, and again the town will be saturated with school spirit. Well, Brother Shimp deserves the best there is.

— A magnificent steel engraving of Hagerman Pass, the most famous mountain pass in Colorado, has been issued by the Colorado Midland Railway. This engraving is 26x40 inches, and suitable for framing. It will be sent to any address on receipt of 15 cents in stamps by H. W. Jackson, General Agent, Chicago.

## MY SHIP.

LAURA R. SMITH.

W. R. REYNOLDS.

1. Ships go sail - ing o'er the o - cean, Storm - y winds are blow - ing;  
2. Ships go sail - ing o'er the o - cean, Sun - shine glan - cing bright - ly;

Which is my good faith - ful ship, I have no means of know - ing.  
I shall know my pret - ty ship, yes, For it glides so light - ly.

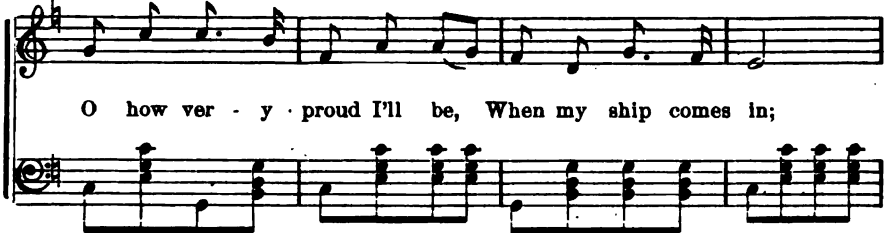
Some - day, sail - ing o'er the sea, My good ship will come to me, And  
Some - day it shall bring to me Treasures ver - y fair to see; I'll

I shall have such treas - ure, Hap - py I shall be.  
then say, "Wel - come, wel - come," And I'll shout with glee.

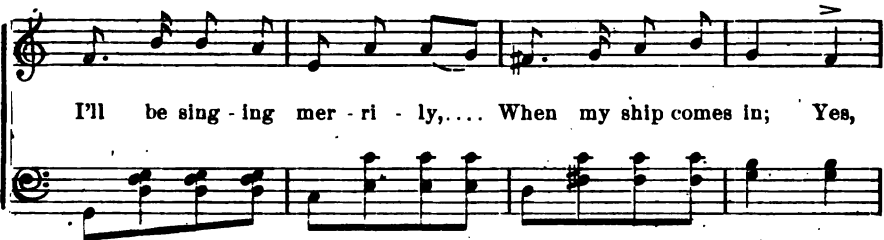


MY SHIP—Concluded.

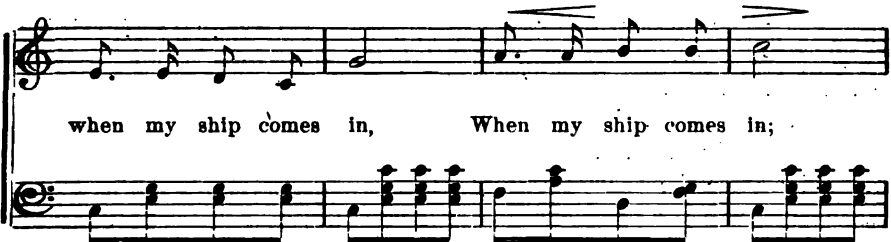
CHORUS.



O how ver - y · proud I'll be, When my ship comes in;



I'll be sing - ing mer - ri - ly,.... When my ship comes in; Yes,



when my ship comes in, When my ship comes in;



I'll be sing - ing mer - ri - ly, When my ship comes in.

— Prof. E. M. Mills of Ohio University and Prof. Burris of the University of Cincinnati have been making many good friends in Highland county this year by their excellent educational addresses.

— Supt. S. H. Layton will need a new hat now seeing that his high school debating team scored a victory in their contest with Tiffin March 16. The score was Tiffin 2340, Fostoria 2390. Supt. N. D. O. Wilson gave out the decision of the judges.

— Ernest Thompson Seton recently donated to the O. S. & S. O. Home a fine collection of birds which is doing much to stimulate systematic bird study. Supt. Mendenhall has identified more than fifty birds on the Home grounds.

— Supt. J. M. Hamilton of Lebanon, Dr. E. M. Craig of Cincinnati, and Supt. M. J. Flannery of Sabina gave the Warren county teachers one of the best meetings they ever had March 24. Macbeth, Whittier, and Marlowe were their topics. Prof. D. H. Cleland directed the school orchestra and furnished an excellent musical program.

— Supt. D. H. Barnes of Bath Tp., Greene county, had his all-day annual meeting at the new high school building March 16. There was not a dull minute in the entire program — not even

when hot coffee and sandwiches were to the fore. Prof. A. B. Graham gave two excellent addresses and thus helped to make the day memorable.

— The spring term of Marietta College which begins on March 28th, will witness the introduction to the college of two new professors. Prof. Edmund S. Merriam, Ph. D., will take the department of chemistry as associate professor in place of Prof. Monfort who recently resigned, and Mr. Adin C. Krebs will take the work in elocution. The latter is a graduate of the Columbia School of Oratory in Chicago, has been a successful teacher as well as public reader and will undoubtedly prove most efficient in training the college speakers. Dr. Merriam is a graduate of Trinity College, Hartford, Conn., where he received the A. B. and A. M. degrees and was appointed fellow in chemistry. He spent two years in Germany, taking his Ph. D. at the University of Goettingen, magna cum laude, the highest honor ever given there and only received by five in as many years. He is therefore unusually well equipped for the position to which he is called. The new library and dormitory buildings are well under way. The plans for the summer school include a Sunday school institute of two weeks. This will be a unique feature for schools in this section.

— The *Century* for April contains many excellent articles and two especially that will interest all teachers. One of these is an editorial on the "Power of Attention" and the other bears the title "A Week at Waterloo" which contains hitherto unpublished letters by Sir Walter Scott and Charles Dickens. The remarkable experiences described in this article give a new view of Waterloo, even though we have read Victor Hugo many times.

— Supt. E. L. Mendénhall of the "Home," Xenia, is one of the busiest of men. In township meetings, in Y. M. C. A. work, wherever there is work to be done he seems to be present. No danger of his becoming rusty.

— Statistics show that "David Copperfield" is the most popular novel ever written, that "Uncle Tom's Cabin" is second, and "Ben Hur" third. Thus our country has furnished two of the three.

— Supt. J. L. Clifton of Homer will graduate five boys and one girl May 25. This class should be considered by the pessimists who claim that the boys leave school before completing the course.

— Miss Ella D. Howe teaches second and third grades in Granville and does the work in a most artistic way. This is because she is a woman of high ideals and a

high degree of culture, and because her heart is in her work.

— Supt. and Mrs. J. G. Leland of Mt. Vernon are rejoicing by reason of the advent of a new little girl to their home. If any of the brethren and sisters have any suggestions as to a name for the newcomer, right now is their time to speak out. We heartily congratulate the young lady upon her choice of parents.

— The little boy accounted for his low grades in January by the fact that after the holidays everything is marked down.

— Supt. W. M. Waltermire of Sycamore will graduate three boys and five girls in May. School affairs are in good shape up that way.

— Prin. W. H. Wolfe and the teachers of the East End Building, Nelsonville, conducted a programme in commemoration of Washington and Lincoln that was so good that it elicited a complimentary letter from one of the patrons in a local paper. In commenting upon the work of Principal Wolfe the article says: "His management is perfection itself and his instruction is not surpassed by any one."

— We often wonder how some of the books that are published these days could be improved. We are thinking just now of the Brooks Primer which has just

been published by D. Appleton & Co., Chicago. It is a beautiful book.

—Supt. F. P. Householder of Utica and his corps of teachers are making the schools a very distinctive feature in the town's rapid progress. Natural gas has made Utica one of the most active towns in Ohio but the schools by their real merit have been able to keep pace with the material progress. So much for the right sort of teachers.

—Supt. C. W. Biddle of West Salem had a Parents' Day Feb. 22 and more than 200 visitors thronged the school. A neat invitation was sent to the homes and the patrons responded most heartily.

—Supt. S. M. Glenn and the teachers of Huron are very proud of their new high school building which was dedicated with a very interesting programme Feb. 23. The address was given by Prof. J. H. Dickason of Wooster and was considered the best educational address ever heard in that community. The building is thoroughly modern with all the conveniences, steam heat, good plumbing, electric lighting. The cost was \$18,000. In connection with the exercises a reception was held by the teachers which was attended by 300 patrons.

—Supt. W. R. Walker of the Bainbridge Centralized Schools

and his teachers, Miss May Bliss, Miss Charlotte Furgerson, and Miss Nora Sullivan have all been re-elected for next year. The salary of the superintendent was increased to \$75 and of the teachers \$40 per month.

—The Ohio State Association of School Board Members elected officers as follows:

President, William Burns, Coshocton; first vice president, George W. Carey, Lebanon; second vice president, Charles Jelleff, Piqua; secretary, James A. Williams, Columbus.

Executive committee, B. Schlesinger, Xenia; O. S. Brecount, Thackery; Dr. T. M. King, Ashtabula; D. L. Gaskill, Greenville; Mrs. Pauline Steinem, Toledo; Dr. P. D. Shriner, Columbus.

Legislative committee, J. V. Jones, Dayton; Dr. W. O. Thompson, Columbus; Mrs. A. E. Hyre, Cleveland; Colonel L. C. Gibbons, Akron; O. B. French, Oxford.

—Miss Bessie Richards who teaches the sixth and seventh grades in Granville has seventy pupils enrolled in her room with an average attendance of about sixty-seven. This, as everybody knows, is work that would be quite enough for two teachers, and yet she goes right on with it and is accounted one of the most successful teachers in the schools.

—The officers of the Superintendent's section of the N. E. A.

who were elected at Louisville are: President, State Supt. W. W. Stetson, Maine; Vice-presidents, President H. H. Zerley, Iowa State Normal, and R. J. Tighe, Ashville, N. C.; Secretary, Supt. J. Harris, Pontiac, Mich.

—Supt. J. D. Simkins of Newark has already demonstrated to the teachers of Licking Co. that he is deeply interested in the work of the entire county. He attends all their meetings and helps the work along in his generous, whole-hearted way.

—A little German boy in one of the schools in defining "goblet" said "A goblet is one of them little turkeys for Thanksgiving."

—The teacher gave the sentence "The horse and the cow is in the stable" and asked for corrections. In course of time a little boy said "I think the lady's name should come first."

—Supt. L. W. MacKinnon of Granville was about to claim the pennant for largest per cent. of pupils in high school when there occurred a sudden influx of pupils in the grades and the pennant fluttered away.

—At the recent meeting of the Northeastern Ohio Association 1,511 new paid memberships were added making the total membership fully 1,800.

—A meeting of school officials was held at Canton February 24,

in which there was a free and cordial exchange of views as to many matters pertaining to the schools. Members of boards of education and teachers took an active part in the programme.

—Wittenberg College recently received a bequest of lands whose value is \$125,000 from Dr. H. W. Hamma of Baltimore, Md., for whom Hamma Divinity Hall was named by reason of previous donations.

—A little girl down in Meigs county says that a tent is a rag house. In the same school a boy asserted that "angels" is not a noun because we can't see them.

—Miss Grace McMullen of Circleville has assumed the principalship of the Ashville high school succeeding M. K. Krieder who resigned because of ill health.

—The Licking county teachers met at Hanover, March 17, and enjoyed a good program, arranged by Supt. R. H. Nichols. Music was furnished by high school pupils who acquitted themselves well. Senator W. L. Atwell gave a lucid explanation of recent school legislation and did it in a very pleasing and profitable way. Supt. G. A. Chambers of Johnstown gave a good address, Supt. C. W. Cookson of Somerset gave an excellent address on "The Spiritual Element in Poetry," Supt. C. L. Martzloff was present representing Ohio University and took part in the round

table discussion. F. B. Pearson was on the program also. A large audience, a chicken dinner by the church women, and a wholesome spirit among the teachers made the day memorable.

— Miss Martha Webster, supervisor of music in the schools of Wooster has a boys' glee club in the high school and their singing is first class. Boys enjoy this sort of thing under proper leadership and, besides, boys can sing if properly trained. Miss Webster is to be congratulated upon her great success in this line of work.

— What's a superintendent for anyhow? Here's a letter that was received by a prominent one a short time since: "Wont you pease see about geting My children some close. I have not no way geting them any now. Please oblige Mrs. ———. If you know of any Washing or house clening let me now."

— No greater reward of labor and measure of success can come to a man than the knowledge of having attained a worthy ambition, and to have one's fellow-man recognize such success. Mr. E. C. Ackerman, superintendent of the Bluffton public schools has realized both conditions. Supt. Ackerman retires this year after thirteen years' service in the above schools, seven as high school principal, and six in the position of superintendent, to become Auditor of Allen Co.,

to which office he was elected by a handsome majority at the November elections. Under his efficient supervision the high school has grown from an enrollment of 52 to 84. A new course of study of four years was drafted and adopted in 1904. The high school has been advanced through the third and second grades, and was recently recognized as a first grade. The profession loses an able and energetic superintendent, but Allen Co. gains a very competent official. His past success assures him the same in his new field.

— Mr. Thomas McKenney, a Miami University student has left for S. Dakota, where he will teach in one of the government schools.

— Dean H. C. Minnich of Oxford addressed a large audience at Defiance, at the County Teachers' meeting. His talk on "The Method" was received with enthusiasm.

— Dr. Guy Potter Benton delivered an address "The Teacher and the Patron," before an appreciative audience at the Mercer County meeting held at Celina, Ohio, February 24th.

— Thirteen is not an unlucky number for Supt. Gregory at Galena. That represents the increase in his high school this year. And they have added another month to the school year over there — making it nine months.

— Supt. Bouic is doing some

good work at Warrensburg this year. He has graded the school and will graduate a class of six. He has managed a lecture course and will make a neat sum for the library.

— The Science department in the Delaware high school under the efficient leadership of D. H. Leas is making progress. Some excellent physical apparatus has been added also some of that precious stuff called radium.

— The high school at Ashley numbers 71 this year. A strong class will graduate in June from the four-year course they have there. One hundred dollars has been left by the late Joseph Schebles to the school library which is now a most excellent reference library.

— In the early fall Mrs. Robert Hazeltine was visited by a great sorrow in the loss of her husband, Mr. Robert M. Hazeltine, who died when in Yellowstone Park while on a tour of the western states. Mrs. Hazeltine, before her marriage, was Miss Libbie Taylor of Syracuse; and was for a number of years a teacher in Meigs county, Ohio, Mason county, West Virginia and also at New Holland, Ohio. Since her marriage she has lived at Columbus but she now intends returning to Syracuse where she will make her home with her sister, Mrs. Susan Parker. Her many friends sympathize with her in her sorrow and

gladly welcome her return to her former home.

— Mr. Andrew Carnegie has notified President Davis of Rio Grande College that he will give twenty-five thousand dollars to the permanent endowment fund of the college when the college has raised fifty thousand dollars in cash or realizable securities. President Davis has said that he will not permit himself to think for one moment that it is impossible to meet this condition. The present endowment fund is seventy-seven thousand dollars, all safely invested at six per cent. The college is growing in attendance.

— Teachers of civics may have for their classes without cost three valuable pamphlets whose titles are "The Merit System, The Spoils System," "The Merit System in Municipalities," and "A Primer of the Civil Service and The Merit System." These may be had by addressing Miss Marion Nichols, 55 Mt. Vernon St., Boston, Mass.

— Supt. J. K. Condon of Harrisburg has given such complete satisfaction that he has been re-elected and his salary increased. This simply means that fair-minded boards of education are willing to put a premium upon service that is first class.

— An attractive feature of the programme at the Clark county

association meeting held in the court house at Springfield March 17 was the address given by Dean H. C. Minnich of the Ohio State Normal College at Oxford on "The Teacher at Work, or a Day in Mr. Allen's School."

—Supt. Carr of Dayton gave one of his practical addresses to the Butler County Association at Hamilton March 10. Prof. Loren Gates, director of oratory at Miami University, entertained the association with his dramatic readings.

—W. I. Crane of D. Appleton & Co. has our thanks for the poem which appears on the first page of this number. It is a poem well worth committing to memory.

—Here is an answer that was found in an examination paper in literature at the March examination: "Two great pieces of literature, founded on the legends of King Arthur are 'Morte d'Arthur' and 'The Acrobat of the Breakfast Table.'"

—O C. Larason, who served two terms as clerk of the courts in Licking county, was recently elected to the superintendency at Hebron and is hard at work in the line in which he formerly succeeded admirably.

—North High School, Columbus, received two of the four prizes offered by the Ohio Society of the Sons of the Revolu-

tion for the best essay on "The Boston Tea Party." The first prize of forty dollars was awarded to Miss Eloise Hall Riddle and the fourth of ten dollars to Miss Edith Lewis of this school.

—The Cleveland board of education recently voted to erect a manual training high school the cost of which will approximate \$350,000.

—There are two kinds of scenery in Colorado—the kind you can see and the kind you can't see. Of the latter there is a great deal represented in pictures, but it lies away from the railway and might as well be in the Sandwich Islands for all the good it does the tourist in Colorado. The great advantage the Colorado Midland has is that it penetrates the very heart of the Grand Old Rockies, disdaining even the valleys and climbing over the very mountain peaks. The result is that there is presented to the tourist a panorama of natural wonders such as no pen can describe, and such as can be seen nowhere save from the window of the Colorado Midland. Truly Dr. Talmage spoke wisely and with a knowledge of his theme when he remarked that, "The Colorado Midland, Pike's Peak Route, is an enchantment from the first spike of the rail to the last switch." Here and there the wild flowers set the mountains on fire with conflagration of color. No traveler



has seen America until he has taken the Colorado Midland Railway.

— George W. Tooill of North High School, Columbus, was re-elected Transportation Manager of the Allied Associations—a fact that should have been stated in connection with the list of other officers.

—“Essential Latin Lessons,” by Roberts and Rolfe, has just been published by Charles Scribner’s Sons, New York. This book combines many new and excellent features. The grammatical review at the very beginning makes the transition from English to Latin natural and pleasant, a feature that is worthy of more than a passing glance. The adjective and the noun are taught together from the first as they ought to be. Another valuable feature of the book is the reduction of the number of English sentences to be turned into Latin. The pupil should learn to read Latin the first year and not be harassed with linguistic puzzles. The book, as a whole, is well done and will win the hearts of Latin teachers at once.

— A recent visitor at Lockland reports the excellent work being accomplished by Supt. S. T. Dial. Manual training has been added to the high school department.

— A handsome new school building is in progress of erection

at Miamisburg, under the direction of its progressive superintendent, Mr. Vance. When completed manual training will probably be introduced.

— Supt. Van Cleve of Steubenville reported that Miss Eva Cross of Oxford, a recent graduate of the Ohio State Normal, is doing most creditable work in the Steubenville schools.

— “The Making of the American Nation” is the title of an admirable volume by Jacques W. Redway, F. R. G. S., so well known to the teachers of the United States through his series of geographies. Following the title page is a note “To the American Boys and Girls,” which contains so much of value that we quote from it as follows:

“In a score of years hence the affairs of the nation will be controlled by the young men and women who are now preparing to close the period of school life. To be a good and efficient citizen, it is not enough merely to know the political history of the past; one must be a part of the political affairs to to-day. In other words, every good citizen, whether man or woman, boy or girl, must be an active politician, earnestly engaged in politics—not the sort of political life that bears the odor of graft and corruption, but the healthful political activity that develops the highest and best in citizenship. Remember that your political life must stand the test when examined by the searchlight of virtue and the rule of everlasting righteousness.”

All through the text special attention is given to the influence of climate and topography upon the history of the nation. The book is published by Silver, Burdett and Company and is intended as a history for elementary schools.

— A. N. Eldred, a graduate of Oberlin, has been elected to a position in the Bowling Green high school. There are now six teachers in the corps, and these are all kept busy in caring for the 210 pupils.

— Supt. E. L. Daley of Atlanta will graduate his first class May 23rd. He has worked hard to build up a high school and himself and all the teachers are naturally glad to come into the fruition of their hopes.

— Supt. Odell Liggett will have one graduate from the high school April 25th. That one graduate will wear a halo on that auspicious occasion.

— Dr. J. J. Burns has been writing letters from the Southland to the papers of Defiance that are refreshingly Burnsesque, keen, bright, informing. If there is anything that can excel his apt quotations it is what he says outside quotation marks.

— Ginn & Co. have added two volumes to the series of English classics, Ruskin's "Sesame and Lilies," and De Quincey's "The

English Mail Coach and Joan of Arc." The list price is 25 cents.

— George Eliot says "Failure after long perseverance is much grander than never to have had a striving good enough to be called a failure."

— An attractive program has been arranged for the spring meeting of the South Western Association at Hamilton, April 28th. Amongst the speakers will be Miss Grace Greene of Dayton and Prof. Parker of Oxford. Through the kindly offices of Mr. Woolford of Hamilton, music will be furnished by the pupils of the Hamilton public schools.

— Supt. Cox of Xenia gave one of his wholesome addresses to the Hamilton county teachers at the meeting held in Cincinnati, March 10th.

— Prof. Miller of the University of Cincinnati has given a number of helpful addresses on "Literature" to the pupils in the high schools adjacent to Cincinnati.

— An attractive new Bulletin has been issued by Miami University. Nine hundred and ninety-one students were enrolled for 1905-06, a marked increase over preceding years.

— Supt. Wade O. Hulbert, of the Painesville township schools, Lake county, has issued a very attractive manual and course of study which may well serve as a

model for others who are contemplating a similar task.

— Supt. H. B. Work, of Wheeling, in his annual report, recently published, says good things in a clear way. Among other good things he says: "I wish that there might be some way of especially rewarding those whose desire for improvement in the work of teaching leads them to undertake the work of the summer schools."

— The program which Dr. Thompson and the executive committee are preparing for the Put-in-Bay meeting of the Ohio State Teachers' Association promises to be one of exceptional strength and interest. The date of the meeting is June 26, 27 and 28. A record-breaking attendance is the aim of the committee. While on the boat to Cleveland on the return trip last year, one high school teacher said to her Superintendent, "Why did you never tell us before what a splendid meeting it is? I shall go every year."

— Supt. W. Burnet of Vandalia is collecting material on the subject of Centralized Schools and will be glad to receive citations to any documents that bear upon the subject.

— Jerome K. Jerome, the noted English journalist and Battell S. Loomis, the American humorist, entertained the students of Miami University with humorous recitals from their writings Monday evening, March 5th.

— In the death of Supt. John Bowman Wood county has lost one of her most promising young school men. Since last September he has been superintendent of the Middleton township which has fourteen schools. All the superintendents of the county attended his funeral to attest their high regard. In commenting upon his work and character Supt. N. D. O Wilson of Bowling Green says "Young, but manly, fearless, able, honest, fair, judicious, always the gentleman — these were some of the real traits of his character."

— Supt. Edward Van Cleve of Steubenville, addressed the Normal College at Miami University whilst enroute to the Louisville meeting. His remarks on the opportunities of the present day were an inspiration to all who had the good fortune to hear him.

— Supt. Albert H. Sherer of Oxford public schools was in attendance at the Louisville meeting. His progressive ideas are shown in the work of the Oxford schools, which also enjoy the advantage of being connected with the training department of the Ohio State Normal School.

— The Central Ohio Schoolmasters' Club met March 16, and all present pronounced it one of the very best meetings in the history of the club. The guests of the evening were Supt. E. H. Mark, Louisville, Ky., W. H. Rodebaugh, mem-

ber of the board of education, Lancaster, D. J. Demorest, Marysville, Velorus Martz and C. H. Fullerton of Central High School, Columbus. Supt. J. A. Shawan gave a resumé of the Louisville meeting; Supt. J. D. Simkins and Supt. E. B. Cox opened up the question of reformed spelling pleasantly and vigorously and Commissioner Jones and Supt. L. B. Demorest accepted the gage with alacrity and etymology. Supt. Mark was accorded the courtesy of the floor and responded in a very happy speech. Following these preliminaries, President W. O. Thompson read the paper he prepared for the Louisville meeting. This led to a discussion which was quite general and at the same time inspiring. The new members elected were Principal John S. Alan of Mt. Vernon, and Principal T. Otto Williams, of Circleville. The members present were E. A. Jones, J. A. Shawan, W. O. Thompson, E. B. Cox, E. L. Mendenhall, J. H. Snyder, C. D. Everett, J. T. Tuttle, D. R. Major, H. L. Frank, M. J. Flannery, C. L. Boyer, M. E. Hard, J. S. Weaver, W. M. Townsend, C. S. Barrett, L. B. Demorest, J. G. Leland, Seth Hayes, H. A. Cassidy, Wm. McClain, J. W. MacKinnon, L. W. MacKinnon, S. C. Derby, E. P. West, F. B. Pearson.

— Supt. J. V. McMillan and the entire senior class of the Marietta

high school recently visited the high school in Parkersburg, W. Va.

— The Northeastern Ohio Association elected officers as follows: President, Supt. W. H. Kirk, East Cleveland; Secretary, Supt. Ward H. Nye, Oberlin; Treasurer, Supt. H. A. Redfield, Nottingham; Ex. Com., Supt. H. V. Hotchkiss, Akron; Supt. J. M. Frederick, Lakewood; Supt. W. R. Comings, Elyria.

#### PRESIDENT TEDDY.

He is just one of us,  
Capable, clever,  
Proving E Pluribus  
Unum forever.  
He is a match for Kings  
Willie and Eddie;  
He can do lots of things—  
President Teddy!

Versatile fellow, he;  
Statesman and fighter  
Hunter and, frequently  
Fairly good writer.  
For either work or play  
He is quite ready.  
Strenuous? I should say!—  
President Teddy!

Peace-maker—and he leads  
All of the rest, too;  
Peace-maker—and proceeds  
When it is best to.  
Just the right sort of man,  
Honest and steady,  
Thorough American—  
President Teddy!

—*Felix Carmenz.*

ANNOUNCEMENT — MODEL LESSONS  
IN READING.

*Publisher Ohio Educational  
Monthly.*

Dear Sir:— Please announce to your subscribers that hundreds of thousands of copies of Parker's "Penny Classics" are used in the schools, including almost every part of the United States, and that any subscriber of your paper who will carefully wrap a silver dime in paper and send it to me with his address and the name of your paper will receive by return mail ten sample copies of the "Penny Classics" as follows, also a complete list of my 304 "Penny Classics" and "Agricultural Leaflets:—"

1. "Thanatopsis"—Bryant.
2. "Sheridan's Ride"—Read.
3. "Village Blacksmith"—Long-fellow.
4. "Landing of the Pilgrim Fathers"—Hemans.
5. "The Raven"—Poe.
6. "Elegy in a Country Churchyard"—Gray.
7. "Old Oaken Bucket"—Woodworth.
8. "Gettysburg Speech"—Abraham Lincoln.
9. "Rules of Civility"—George Washington.
10. "The Chambered Nautilus"—Holmes.

Each of these leaflets contains eight pages and gives the complete poem or selection with explanatory notes and suggestions for teaching

the same,—a model lesson in reading.

Address all orders to C. M. Parker, Educational Publisher, Taylorville, Ill.

— The School Garden Association, Station A, Boston, Mass., last year enlisted over 10,000 workers in the School Garden Movement, and supplied seeds, instructions for planting and literature to schools, clubs, superintendents, principals, teachers, pupils and individuals in many parts of the country. The results of the work were so encouraging, and the good so manifest, that preparations have been made on a larger scale for 1906, providing a larger number of varieties of flowers and vegetables, and aiming to reach and assist all willing to join in the movement.

A membership fee of six cents secures enrollment, a booklet of Directions for Planting, a sample collection of five varieties of seeds, and a list of the collections of flower and vegetable seeds that can be ordered for School and Home Garden use. Any one can apply. Simply write to F. W. Shattuck, Secretary, The School Garden Association, Station A, Boston, Mass., enclosing six cents, and giving your name and address plainly.

— Supt. Wm. McK. Vance is busy upon the program for the Southwestern meeting at Hamilton, April 28. This is one of the very large meetings of Ohio.

— The Ohio Valley Round Table meets at Parkersburg, April 6 and 7, and Supt. Swartz is making all the necessary preparations.

— The Western Ohio Round Table met at Dayton, March 30, 31, with a noble list of topics for discussion. The officers who prepared the program are President H. G. Carter, Greenville; Secretary C. B. Rayburn, Port William; Ex. Com. James Ross, Fort Recovery, A. F. Darby, Osborn.

— Commissioner Jones met with an unfortunate street car accident March 20, whereby one of the bones of his shoulder was fractured. Although very painful no serious consequences are feared, and he will soon be able to resume his work.

#### REED NOTES.

Deep in the leaves' concealing green

A wood-thrush flutes,

The first thrush seen

Or heard this spring; and straight,  
meseems,

Its notes take on the attributes

Of mythic fancies and of dreams—

A Faun goes piping o'er the roots

And mosses; gliding through dim  
gleams

And glooms; and while he glides  
he flutes.

Though still unseen,

'Mid thorny berry and wild bean.

Come, let us forth and homage her,

Clothed on with warmth and musk  
and myrrh,

The indescribable odor wild that  
clings

Around her like a garment: let  
us sing

Songs to her, glad as grass and all  
the things

Exulting in her presence—greening  
things

And airy that have gotten them  
new wings:

Come let us forth, and give our  
praise to Spring.

The smell of tannin in the ozoned  
air,

Under the oaks when the woods  
are green,

And the scent of the toil and  
moisture where

The young leaves dangle and  
make a screen,—

Where the hiding Wood Nymph  
combs her hair,—

Will breathe us full of the faun  
again,

Making us kin to the wind and  
rain.

MADISON CAWEIN,  
*in the April Atlantic.*

#### UNIFORM QUESTIONS FOR MARCH.

##### THEORY AND PRACTICE.

Note.—Applicants will take the first group of four and either the second or third group of four.

1. Give an example of deductive reasoning and show the place of this method of reasoning in school work. 2. Mention three books suited to develop a taste for good literature in children in the intermediate grades. Will best results be obtained by home reading or class study of these books? Why? 3. Which should be the most important purpose of school punishment, to reform the wrong-doer or to deter others from wrong-doing? Give reason for your answer. 4. Give some idea of the influence and importance of Rousseau's teachings.

"OUR SCHOOLS" — *Chancellor.*

1. Give five characteristics of modern education as exemplified in the schools of the United States. 2. What demands, with regard to age and training, should the modern teacher be prepared to meet in applying for a position in an elementary school? A high school? A principalship? 3. In a grammar school where the curriculum consists of history, reading, spelling, grammar, arithmetic and geography, arrange the day's program and give your reasons for the placing of studies. 4. Mention at least three arguments in favor of vacation summer schools for young children and state your own views upon one of the arguments mentioned.

"THE METHOD OF THE RECITATION." — *McMurry.*

1. Compare the text-book method of instruction with the development or conversational method. 2. In developing a subject according to the conversational method what cautions must a teacher bear in mind to guard against irrelevancies upon her own part, during the recitation period? How deal with irrelevancies introduced by pupils? 3. Discuss the real value of reviews. How should they be conducted? 4. Should the teacher rely upon her general preparation or prepare separately for each recitation? What should be the teacher's attitude in approaching the recitation?

ORTHOGRAPHY.

1. Define penult, mute and tilde. 2. What is an obsolete word? Give examples. What is a provincialism? Give examples. 3. Write three words derived from the Latin and give the derivation of each. 4. Indicate the correct pronunciation of the following: Holyoke, Arkansas, Connecticut, Worcester, Louisville. 5. Define corpse, corps, cores, corpse and corse. 6-10. Spell correctly the following words to be pronounced by the examiner: Nickel, chestnut, rescind, adjunct, convalescing, postilion, colander, quinsy, Anglo-Saxon, sluice, redoubtable, grievance, sanguine, raspberry, rhubarb, aborninate, coalesce, bulwark, tongue-tied, intermittent, comptroller, soliloquy, extraneous, waistband, resuscitate.

ARITHMETIC.

1. Multiply 48 ten-thousandths by two and one-thousandth and divide the re-

sult by two thousand. 2. A school building is insured for  $\frac{1}{4}$  of its value at a premium of  $1\frac{1}{2}\%$ , amounting to \$125.25; what is the value of the building? 3. A policeman starts after a thief who is 418 yards ahead of him. If the policeman runs at the rate of a mile in 8 minutes and the thief at the rate of a mile in 10 minutes, how long will it take the policeman to catch the thief? 4. For what sum must I give my note, payable in 4 months, 12 days, at a bank discounting at  $7\%$ , to obtain \$978.75? 5. What per cent. is made in buying coal by the long ton and selling it at the same rate for a ton of 2,000 pounds? 6. Twelve men working 10 days, 8 hours each day, can dig a trench 40 rods long, 8 feet deep, and 6 feet wide; how long will it take 15 men, working 10 hours each day, to dig a trench 30 rods long, 8 feet deep, and 4 feet wide? 7. A 25-foot ladder is placed against a house so as to reach a window 20 feet from the ground; how far from the house is the foot of the ladder? 8. Define each of the following: Date of maturity of a note, usury and annual interest. 9. Upon arriving at Denver A finds that his watch is 2 hours and 45 minutes slow; does A live east or west of Denver, and how many degrees? 10. How many times will a car wheel 3 feet in diameter revolve in going 10 miles?

GRAMMAR.

The first six questions refer to the selection given below:

"Sleep soft, beloved," we sometimes say,  
But have no tune to charm away  
Sad dreams that through the eyelids  
creep.

But never doleful dream again  
Shall break his happy slumber when  
"He giveth His beloved sleep."

—*Browning.*

1. Mention all the principal clauses. 2. Classify all the subordinate clauses as adjective, adverbial or objective. 3. What is the force of the auxiliary *shall*? Give rules for the use of *shall* and *will* as auxiliaries. 4. Select four adverbs and tell to what class each belongs. 5. Give the syntax of one example each of the three parts of speech used to connect clauses. 6. Parse *His, beloved* and to *charm*. 7. What is a copulative conjunction? Write sentences using the following conjunctions: Neither — nor; not only — but also. 8. Grammar is treated

under four heads — orthography, etymology, syntax and prosody; under which head is the following considered: Inflection, the alphabet, tense, rhyme and case? 9. Distinguish between ordinal and multiplicative adjectives. Compare the following adjectives: Awful, keen, dry, round and dead. 10. Write sentences containing — a. A participle used as the object of a transitive verb and at the same time taking an object; b. An adverb used as a noun; c. A verbal noun used as the object of a preposition.

#### LITERATURE.

1. State two particulars in which the character of the colonists affected colonial literature. 2. Mention three famous American literary productions whose composition was influenced by political conditions, and state in each instance what those conditions were. 3. Compare the educational advantages enjoyed by Abraham Lincoln, Washington Irving, Benjamin Franklin and Henry W. Longfellow. 4. Give an account of Scott as a poet; as a prose writer. Mention two of his poetical works and three of his prose works. Take as topic each of the following: 5. Literary activity at the Court of Henry VIII. 6. The plays of Marlowe. 7. Theatrical performances before Shakespeare's time. 8. Two great pieces of literature founded upon the legends of King Arthur and the Round Table.

#### PHYSIOLOGY.

1. Mention the bones of the lower leg; the bones of the forearm. 2. State with reference to the blood (a) composition, (b) functions, (c) amount in average human body. 3. How and where is venous blood changed to arterial blood? 4. State how bacteria enter the body and how the body destroys bacteria. 5. In what part of the alimentary canal does the principal action take place on (a) starch, (b) proteids, (c) fats? What digestive fluid is secreted in the glands of (a) the mouth, (b) the stomach, (c) the small intestines? 6. Describe the spinal column. Explain how its structure is adapted to protect the brain and the spinal cord. 7. How does nature attempt to stop a hemorrhage? How can it be told whether the bleeding is from a vein or from an artery? 8. Mention four uses of the skin. 9. What is a tendon; a synovial membrane; a cartilage? 10. What is meant by reflex action? Give examples.

#### U. S. HISTORY, INCLUDING CIVIL GOVERNMENT.

1. What colonies were founded by Catholics, Cavaliers, Puritans, Quakers, Separatists? 2. What grievances against George III are set forth in the Declaration of Independence? 3. Name two important battles fought in New Jersey during the Revolution. Name three generals that had command of the Army of the Potomac during the Civil War. 4. Explain the circumstances under which any two of the following expressions were used: a. "If that be treason, make the most of it." b. "I regret that I have but one life to give for my country." c. "We have met the enemy and they are ours." d. "Millions for defense but not a cent for tribute." 5. What section of the United States was opposed to the War of 1812? 6. Discuss England's attitude toward us during our Civil War. 7. Define each of the following: Squatter sovereignty, copperhead, gerrymander. 8. Name the two principal sources from which the national government derives revenue. 9. Mention three expedients resorted to by the government to meet the expenses of the Civil War. 10. State the attitude of either President McKinley or President Cleveland toward the following questions: (a) Tariff; (b) Monroe Doctrine; (c) civil service.

#### GEOGRAPHY.

1. Name three canals in the United States and mention the waters connected by each. 2. What determines the width of the zones? 3. Give name and location of each of the following: a. Two seaports of the Atlantic coast, south of the latitude of New York; b. One seaport on the Gulf of Mexico; c. Two seaports on the Pacific coast. 4. What is "standard" time? 5. How does the climate of England compare with that of Siberia in the same latitude? Why? 6. What and where is the International Date Line? 7. From what meridian do nearly all nations reckon longitude? 8. Discuss the new canal being built by the United States government as to (a) location; (b) nature — lock or sea-level; (c) probable cost; (d) distance saved in shipping. 9. Trace an all-water route from Liverpool to Constantinople. 10. What and where is each of the following: Colon, Guam, Tierra del Fuego, Mukden, Black Dome?



# THE OHIO EDUCATIONAL MONTHLY

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## NOTES FROM THE NILE.

BY DR. T. C. MENDENHALL, CAIRO, EGYPT.

Are there any gray-headed schoolmasters in Ohio now? I do not see schoolmistresses, for it would be perilous to suggest such an inquiry in relation to them. But there may be here and there a gray-beard who has been faithful to his vocation for a quarter of a century, and that implies that he has been faithful and loyal to the *EDUCATIONAL MONTHLY* which has for so long spoken for and to the teachers of Ohio.

Some of these nineteenth century fellows may remember that twenty-five years ago at the request of the then editor of the *MONTHLY*, my revered teacher and friend, W. D. Henkle, I contributed to its columns a series of 'Notes from Japan' in which I told something of the school teachers and school boys and girls of that wonderful but then much unknown country.

Remembering that some of the teachers of Ohio were interested in these 'Notes' it occurred to me the other day, as I was watching a group of Arab school boys in one of the streets of Cairo, that perhaps something about some of the curious experiences that one cannot help having in this part of the world might be worth sending to them. Then, alas! I remembered how many vacant seats there must be in my audience!; or how many places filled with strange faces! Possibly a few of the "old guard" are left, who will go on my bonid and cajole the new generation into reading what I may write.

For I fancy readers are not as easily found; or kept when found as they were twenty-five years ago. A great many changes have been wrought and some of them, the gray-beards think, are not for the

better. A quarter of a century ago nobody had found out how to make the very cheap and very poor paper on which most books and journals are now printed and the art of cheap 'illustration' by which the pages of most newspapers and many books are now disfigured and corrupted had not then been discovered. Books were not so plentiful then as now; they were more highly valued, and justly so, for good, 'classical' English literature had not then been pushed to the wall by swashbuckling romances.

Before my enforced expatriation, now nearly five years ago, the enormous flood of reading matter, books, magazines, newspapers, all in infinite variety and inexhaustible numbers, had begun to produce a condition of intellectual dyspepsia which was most deplorable, and the disease was especially prevalent among young people. All that I have learned since then has served only to convince me that the plague is not on the wane and I fear that no antitoxine has been found for it. One who has nothing sensational to say must not expect to be listened to by many people; and, besides, everybody is so busy, so very busy that nobody has time to do anything.

However, I am as far as can be from being in a complaining mood; my enjoyment is in doing my end of the business and these explanatory and apologetic remarks are intended only as a sort of warning

or 'notice to quit.' If anybody or everybody wishes to 'hang up his receiver' at this point my own happiness and content will be not one whit the less; — I am too far away to be reached.

#### AN ARITHMETIC LESSON.

A large part of that wisdom which comes with age is neither gratifying nor welcome, for it consists of a realization of how little one actually *knows* after all. During most of my life I have felt tolerably sure that I knew how to make the characters denoting the numerals, one, two, three, etc., according to the Arabic notation. "When I reach Egypt," I had said to myself, "I shall at least be able to read the numbers on the houses." I was deeply humiliated, then, on the occasion of my first wandering about in Cairo, to discover that I could do nothing of the kind. Now and then I saw a character which was essentially the same as one of the long familiar nine 'digits,' *one* and *nine* being especially in evidence, but as to other numerals and their combinations I could make out nothing. Surely my own notions of the "Arabic System of Notation" were not at all in agreement with those of the Arabs themselves. Some days later I took my first arithmetic lesson. After wandering through a part of the wonderful 'Bazaar' quarter of the city, where, in a multitude of tiny shops (on streets so narrow that it is dif-

ficult for two small donkeys to pass each other and into many of which only foot passengers are allowed to go) one may find rich stores of gold and silver jewelry, precious stones, silks, laces, perfumes and all the rare products of the East, I entered the great *Mosque el-Ahmar*. Passing through the beautiful and famous bronze gate I found myself in the vestibule from which one may pass into the richly decorated sanctuary, or into the large, open court in the center of which stands the mosque fountain. Here the faithful Moslems wash and cleanse themselves before entering the sacred precincts in which their prayers are said. These fountain courts are generally colonnaded on all sides, paved with smooth stones and sometimes planted with trees. Under the arches next to the sanctuary I came upon two young Arabs, perhaps twelve and fifteen years of age. They were squatting cross-legged upon the pavement busily engaged in reading the Koran, rocking their bodies back and forth after the manner of most readers of that comprehensive work. Near by, leaning against the wall was a small black-board, slender but almost certain evidence of the fact that this particular corner was a school room during certain hours of the day. 'Keeping school' in some corner or part of a mosque is an almost universal practice and this is the case even in the Coptic (Christian) churches. The pres-

ence of the black-board, however, indicated that in this 'deestric't there was an extravagance in educational appliances far beyond what I had seen elsewhere.

But at this moment there was only the blackboard with the two bright-eyed boys to suggest a school; I rejoiced in the absence of the master and resolved to make myself at once the pupil of his pupils, for the purpose of learning how to write numbers. To make *them* understand my desire was the real difficulty in the undertaking for, as I soon discovered, we had no language in common, that is, no spoken or written language. But the language of signs is an almost universal tongue (if I may be allowed the Irishism) — and experience enables one to talk it with considerable fluency. By its use I quickly made them understand that I wanted a bit of chalk and when that was obtained we were soon *en rapport*. In a few moments I had learned their 'figures' and then they instructed me in their method of performing simple operations in multiplication and division, being evidently not a little proud to exhibit their skill. These fundamental processes are practically identical with our own, differing only in minor details as, for example, in solving problems in "long division" they did not write the product of the divisor by each quotient figure, but subtracted mentally, as this product was formed, writing down the

remainder only. This is a saving of both space and time and I have seen it in use in several European countries. It has long been known among American teachers and may be, now, in common use in the schools of Ohio.

Modern Arabic notation differs from our own materially, a good example of a wide divergence from a common stem. Their character for *one* is essentially the same as ours and, as I have already intimated, the *nines* are almost identical, but in most of the others there is little resemblance between the two systems. *Two* is the character for *one* with a short and rather thick curve, conveyed below attached to the right side of its upper extremity; *three* is *two* with an additional, similar curve attached to the first. Thus far the characters seem to have been easily and naturally evolved by placing short strokes to the right of the top of the long stroke for *one*; a single added short stroke making *two*, and two of these forming *three*. As the Arabs write from right to left the joining of these strokes in rapid writing would quickly result in the form now in use, the short thick curves added to the long vertical stroke for unity. The character for four is distinctly made up of four simple strokes, being much like a *w* set on end. The character for *five* surprised me most as it is an oval, like our "cipher" except that it is 'slightly flattened at the poles'

instead of being somewhat elongated in a vertical direction as is ours. Their *six* is much like our *seven*; their *seven* is made up of two straight lines joined at the bottom like our letter 'V,' and this inverted is their character for *eight*. The flattened circle having been used to represent *five* something else must be the 'insignificant figure' or 'cipher' and this important place is filled by a simple *dot*, which is usually, however, not round but approximately square with its diagonals horizontal and vertical.

When well made the characters of the modern Arabic notation do not lack in grace, except those for *seven* and *eight*, and Arabic writing is incomparably more beautiful than ours.

١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ • ١٠ ١١ ١٢ ١٣ ١٤ ١٥ ١٦ ١٧ ١٨ ١٩ ٢٠ ٢١ ٢٢ ٢٣ ٢٤ ٢٥ ٢٦ ٢٧ ٢٨ ٢٩ ٣٠ ٣١ ٣٢ ٣٣ ٣٤ ٣٥ ٣٦ ٣٧ ٣٨ ٣٩ ٤٠ ٤١ ٤٢ ٤٣ ٤٤ ٤٥ ٤٦ ٤٧ ٤٨ ٤٩ ٥٠ ٥١ ٥٢ ٥٣ ٥٤ ٥٥ ٥٦ ٥٧ ٥٨ ٥٩ ٦٠ ٦١ ٦٢ ٦٣ ٦٤ ٦٥ ٦٦ ٦٧ ٦٨ ٦٩ ٧٠ ٧١ ٧٢ ٧٣ ٧٤ ٧٥ ٧٦ ٧٧ ٧٨ ٧٩ ٨٠ ٨١ ٨٢ ٨٣ ٨٤ ٨٥ ٨٦ ٨٧ ٨٨ ٨٩ ٩٠ ٩١ ٩٢ ٩٣ ٩٤ ٩٥ ٩٦ ٩٧ ٩٨ ٩٩ ١٠٠ ١٠١ ١٠٢ ١٠٣ ١٠٤ ١٠٥ ١٠٦ ١٠٧ ١٠٨ ١٠٩ ١١٠ ١١١ ١١٢ ١١٣ ١١٤ ١١٥ ١١٦ ١١٧ ١١٨ ١١٩ ١٢٠ ١٢١ ١٢٢ ١٢٣ ١٢٤ ١٢٥ ١٢٦ ١٢٧ ١٢٨ ١٢٩ ١٣٠ ١٣١ ١٣٢ ١٣٣ ١٣٤ ١٣٥ ١٣٦ ١٣٧ ١٣٨ ١٣٩ ١٤٠ ١٤١ ١٤٢ ١٤٣ ١٤٤ ١٤٥ ١٤٦ ١٤٧ ١٤٨ ١٤٩ ١٥٠ ١٥١ ١٥٢ ١٥٣ ١٥٤ ١٥٥ ١٥٦ ١٥٧ ١٥٨ ١٥٩ ١٦٠ ١٦١ ١٦٢ ١٦٣ ١٦٤ ١٦٥ ١٦٦ ١٦٧ ١٦٨ ١٦٩ ١٧٠ ١٧١ ١٧٢ ١٧٣ ١٧٤ ١٧٥ ١٧٦ ١٧٧ ١٧٨ ١٧٩ ١٨٠ ١٨١ ١٨٢ ١٨٣ ١٨٤ ١٨٥ ١٨٦ ١٨٧ ١٨٨ ١٨٩ ١٩٠ ١٩١ ١٩٢ ١٩٣ ١٩٤ ١٩٥ ١٩٦ ١٩٧ ١٩٨ ١٩٩ ٢٠٠ ٢٠١ ٢٠٢ ٢٠٣ ٢٠٤ ٢٠٥ ٢٠٦ ٢٠٧ ٢٠٨ ٢٠٩ ٢١٠ ٢١١ ٢١٢ ٢١٣ ٢١٤ ٢١٥ ٢١٦ ٢١٧ ٢١٨ ٢١٩ ٢٢٠ ٢٢١ ٢٢٢ ٢٢٣ ٢٢٤ ٢٢٥ ٢٢٦ ٢٢٧ ٢٢٨ ٢٢٩ ٢٣٠ ٢٣١ ٢٣٢ ٢٣٣ ٢٣٤ ٢٣٥ ٢٣٦ ٢٣٧ ٢٣٨ ٢٣٩ ٢٤٠ ٢٤١ ٢٤٢ ٢٤٣ ٢٤٤ ٢٤٥ ٢٤٦ ٢٤٧ ٢٤٨ ٢٤٩ ٢٥٠ ٢٥١ ٢٥٢ ٢٥٣ ٢٥٤ ٢٥٥ ٢٥٦ ٢٥٧ ٢٥٨ ٢٥٩ ٢٦٠ ٢٦١ ٢٦٢ ٢٦٣ ٢٦٤ ٢٦٥ ٢٦٦ ٢٦٧ ٢٦٨ ٢٦٩ ٢٧٠ ٢٧١ ٢٧٢ ٢٧٣ ٢٧٤ ٢٧٥ ٢٧٦ ٢٧٧ ٢٧٨ ٢٧٩ ٢٨٠ ٢٨١ ٢٨٢ ٢٨٣ ٢٨٤ ٢٨٥ ٢٨٦ ٢٨٧ ٢٨٨ ٢٨٩ ٢٩٠ ٢٩١ ٢٩٢ ٢٩٣ ٢٩٤ ٢٩٥ ٢٩٦ ٢٩٧ ٢٩٨ ٢٩٩ ٣٠٠ ٣٠١ ٣٠٢ ٣٠٣ ٣٠٤ ٣٠٥ ٣٠٦ ٣٠٧ ٣٠٨ ٣٠٩ ٣١٠ ٣١١ ٣١٢ ٣١٣ ٣١٤ ٣١٥ ٣١٦ ٣١٧ ٣١٨ ٣١٩ ٣٢٠ ٣٢١ ٣٢٢ ٣٢٣ ٣٢٤ ٣٢٥ ٣٢٦ ٣٢٧ ٣٢٨ ٣٢٩ ٣٣٠ ٣٣١ ٣٣٢ ٣٣٣ ٣٣٤ ٣٣٥ ٣٣٦ ٣٣٧ ٣٣٨ ٣٣٩ ٣٤٠ ٣٤١ ٣٤٢ ٣٤٣ ٣٤٤ ٣٤٥ ٣٤٦ ٣٤٧ ٣٤٨ ٣٤٩ ٣٥٠ ٣٥١ ٣٥٢ ٣٥٣ ٣٥٤ ٣٥٥ ٣٥٦ ٣٥٧ ٣٥٨ ٣٥٩ ٣٦٠ ٣٦١ ٣٦٢ ٣٦٣ ٣٦٤ ٣٦٥ ٣٦٦ ٣٦٧ ٣٦٨ ٣٦٩ ٣٧٠ ٣٧١ ٣٧٢ ٣٧٣ ٣٧٤ ٣٧٥ ٣٧٦ ٣٧٧ ٣٧٨ ٣٧٩ ٣٨٠ ٣٨١ ٣٨٢ ٣٨٣ ٣٨٤ ٣٨٥ ٣٨٦ ٣٨٧ ٣٨٨ ٣٨٩ ٣٩٠ ٣٩١ ٣٩٢ ٣٩٣ ٣٩٤ ٣٩٥ ٣٩٦ ٣٩٧ ٣٩٨ ٣٩٩ ٤٠٠ ٤٠١ ٤٠٢ ٤٠٣ ٤٠٤ ٤٠٥ ٤٠٦ ٤٠٧ ٤٠٨ ٤٠٩ ٤١٠ ٤١١ ٤١٢ ٤١٣ ٤١٤ ٤١٥ ٤١٦ ٤١٧ ٤١٨ ٤١٩ ٤٢٠ ٤٢١ ٤٢٢ ٤٢٣ ٤٢٤ ٤٢٥ ٤٢٦ ٤٢٧ ٤٢٨ ٤٢٩ ٤٣٠ ٤٣١ ٤٣٢ ٤٣٣ ٤٣٤ ٤٣٥ ٤٣٦ ٤٣٧ ٤٣٨ ٤٣٩ ٤٤٠ ٤٤١ ٤٤٢ ٤٤٣ ٤٤٤ ٤٤٥ ٤٤٦ ٤٤٧ ٤٤٨ ٤٤٩ ٤٥٠ ٤٥١ ٤٥٢ ٤٥٣ ٤٥٤ ٤٥٥ ٤٥٦ ٤٥٧ ٤٥٨ ٤٥٩ ٤٦٠ ٤٦١ ٤٦٢ ٤٦٣ ٤٦٤ ٤٦٥ ٤٦٦ ٤٦٧ ٤٦٨ ٤٦٩ ٤٧٠ ٤٧١ ٤٧٢ ٤٧٣ ٤٧٤ ٤٧٥ ٤٧٦ ٤٧٧ ٤٧٨ ٤٧٩ ٤٨٠ ٤٨١ ٤٨٢ ٤٨٣ ٤٨٤ ٤٨٥ ٤٨٦ ٤٨٧ ٤٨٨ ٤٨٩ ٤٩٠ ٤٩١ ٤٩٢ ٤٩٣ ٤٩٤ ٤٩٥ ٤٩٦ ٤٩٧ ٤٩٨ ٤٩٩ ٥٠٠ ٥٠١ ٥٠٢ ٥٠٣ ٥٠٤ ٥٠٥ ٥٠٦ ٥٠٧ ٥٠٨ ٥٠٩ ٥١٠ ٥١١ ٥١٢ ٥١٣ ٥١٤ ٥١٥ ٥١٦ ٥١٧ ٥١٨ ٥١٩ ٥٢٠ ٥٢١ ٥٢٢ ٥٢٣ ٥٢٤ ٥٢٥ ٥٢٦ ٥٢٧ ٥٢٨ ٥٢٩ ٥٣٠ ٥٣١ ٥٣٢ ٥٣٣ ٥٣٤ ٥٣٥ ٥٣٦ ٥٣٧ ٥٣٨ ٥٣٩ ٥٤٠ ٥٤١ ٥٤٢ ٥٤٣ ٥٤٤ ٥٤٥ ٥٤٦ ٥٤٧ ٥٤٨ ٥٤٩ ٥٥٠ ٥٥١ ٥٥٢ ٥٥٣ ٥٥٤ ٥٥٥ ٥٥٦ ٥٥٧ ٥٥٨ ٥٥٩ ٥٦٠ ٥٦١ ٥٦٢ ٥٦٣ ٥٦٤ ٥٦٥ ٥٦٦ ٥٦٧ ٥٦٨ ٥٦٩ ٥٧٠ ٥٧١ ٥٧٢ ٥٧٣ ٥٧٤ ٥٧٥ ٥٧٦ ٥٧٧ ٥٧٨ ٥٧٩ ٥٨٠ ٥٨١ ٥٨٢ ٥٨٣ ٥٨٤ ٥٨٥ ٥٨٦ ٥٨٧ ٥٨٨ ٥٨٩ ٥٩٠ ٥٩١ ٥٩٢ ٥٩٣ ٥٩٤ ٥٩٥ ٥٩٦ ٥٩٧ ٥٩٨ ٥٩٩ ٦٠٠ ٦٠١ ٦٠٢ ٦٠٣ ٦٠٤ ٦٠٥ ٦٠٦ ٦٠٧ ٦٠٨ ٦٠٩ ٦١٠ ٦١١ ٦١٢ ٦١٣ ٦١٤ ٦١٥ ٦١٦ ٦١٧ ٦١٨ ٦١٩ ٦٢٠ ٦٢١ ٦٢٢ ٦٢٣ ٦٢٤ ٦٢٥ ٦٢٦ ٦٢٧ ٦٢٨ ٦٢٩ ٦٣٠ ٦٣١ ٦٣٢ ٦٣٣ ٦٣٤ ٦٣٥ ٦٣٦ ٦٣٧ ٦٣٨ ٦٣٩ ٦٤٠ ٦٤١ ٦٤٢ ٦٤٣ ٦٤٤ ٦٤٥ ٦٤٦ ٦٤٧ ٦٤٨ ٦٤٩ ٦٥٠ ٦٥١ ٦٥٢ ٦٥٣ ٦٥٤ ٦٥٥ ٦٥٦ ٦٥٧ ٦٥٨ ٦٥٩ ٦٦٠ ٦٦١ ٦٦٢ ٦٦٣ ٦٦٤ ٦٦٥ ٦٦٦ ٦٦٧ ٦٦٨ ٦٦٩ ٦٧٠ ٦٧١ ٦٧٢ ٦٧٣ ٦٧٤ ٦٧٥ ٦٧٦ ٦٧٧ ٦٧٨ ٦٧٩ ٦٨٠ ٦٨١ ٦٨٢ ٦٨٣ ٦٨٤ ٦٨٥ ٦٨٦ ٦٨٧ ٦٨٨ ٦٨٩ ٦٩٠ ٦٩١ ٦٩٢ ٦٩٣ ٦٩٤ ٦٩٥ ٦٩٦ ٦٩٧ ٦٩٨ ٦٩٩ ٧٠٠ ٧٠١ ٧٠٢ ٧٠٣ ٧٠٤ ٧٠٥ ٧٠٦ ٧٠٧ ٧٠٨ ٧٠٩ ٧١٠ ٧١١ ٧١٢ ٧١٣ ٧١٤ ٧١٥ ٧١٦ ٧١٧ ٧١٨ ٧١٩ ٧٢٠ ٧٢١ ٧٢٢ ٧٢٣ ٧٢٤ ٧٢٥ ٧٢٦ ٧٢٧ ٧٢٨ ٧٢٩ ٧٣٠ ٧٣١ ٧٣٢ ٧٣٣ ٧٣٤ ٧٣٥ ٧٣٦ ٧٣٧ ٧٣٨ ٧٣٩ ٧٤٠ ٧٤١ ٧٤٢ ٧٤٣ ٧٤٤ ٧٤٥ ٧٤٦ ٧٤٧ ٧٤٨ ٧٤٩ ٧٥٠ ٧٥١ ٧٥٢ ٧٥٣ ٧٥٤ ٧٥٥ ٧٥٦ ٧٥٧ ٧٥٨ ٧٥٩ ٧٦٠ ٧٦١ ٧٦٢ ٧٦٣ ٧٦٤ ٧٦٥ ٧٦٦ ٧٦٧ ٧٦٨ ٧٦٩ ٧٧٠ ٧٧١ ٧٧٢ ٧٧٣ ٧٧٤ ٧٧٥ ٧٧٦ ٧٧٧ ٧٧٨ ٧٧٩ ٧٨٠ ٧٨١ ٧٨٢ ٧٨٣ ٧٨٤ ٧٨٥ ٧٨٦ ٧٨٧ ٧٨٨ ٧٨٩ ٧٩٠ ٧٩١ ٧٩٢ ٧٩٣ ٧٩٤ ٧٩٥ ٧٩٦ ٧٩٧ ٧٩٨ ٧٩٩ ٨٠٠ ٨٠١ ٨٠٢ ٨٠٣ ٨٠٤ ٨٠٥ ٨٠٦ ٨٠٧ ٨٠٨ ٨٠٩ ٨١٠ ٨١١ ٨١٢ ٨١٣ ٨١٤ ٨١٥ ٨١٦ ٨١٧ ٨١٨ ٨١٩ ٨٢٠ ٨٢١ ٨٢٢ ٨٢٣ ٨٢٤ ٨٢٥ ٨٢٦ ٨٢٧ ٨٢٨ ٨٢٩ ٨٣٠ ٨٣١ ٨٣٢ ٨٣٣ ٨٣٤ ٨٣٥ ٨٣٦ ٨٣٧ ٨٣٨ ٨٣٩ ٨٤٠ ٨٤١ ٨٤٢ ٨٤٣ ٨٤٤ ٨٤٥ ٨٤٦ ٨٤٧ ٨٤٨ ٨٤٩ ٨٥٠ ٨٥١ ٨٥٢ ٨٥٣ ٨٥٤ ٨٥٥ ٨٥٦ ٨٥٧ ٨٥٨ ٨٥٩ ٨٦٠ ٨٦١ ٨٦٢ ٨٦٣ ٨٦٤ ٨٦٥ ٨٦٦ ٨٦٧ ٨٦٨ ٨٦٩ ٨٧٠ ٨٧١ ٨٧٢ ٨٧٣ ٨٧٤ ٨٧٥ ٨٧٦ ٨٧٧ ٨٧٨ ٨٧٩ ٨٨٠ ٨٨١ ٨٨٢ ٨٨٣ ٨٨٤ ٨٨٥ ٨٨٦ ٨٨٧ ٨٨٨ ٨٨٩ ٨٩٠ ٨٩١ ٨٩٢ ٨٩٣ ٨٩٤ ٨٩٥ ٨٩٦ ٨٩٧ ٨٩٨ ٨٩٩ ٩٠٠ ٩٠١ ٩٠٢ ٩٠٣ ٩٠٤ ٩٠٥ ٩٠٦ ٩٠٧ ٩٠٨ ٩٠٩ ٩١٠ ٩١١ ٩١٢ ٩١٣ ٩١٤ ٩١٥ ٩١٦ ٩١٧ ٩١٨ ٩١٩ ٩٢٠ ٩٢١ ٩٢٢ ٩٢٣ ٩٢٤ ٩٢٥ ٩٢٦ ٩٢٧ ٩٢٨ ٩٢٩ ٩٣٠ ٩٣١ ٩٣٢ ٩٣٣ ٩٣٤ ٩٣٥ ٩٣٦ ٩٣٧ ٩٣٨ ٩٣٩ ٩٤٠ ٩٤١ ٩٤٢ ٩٤٣ ٩٤٤ ٩٤٥ ٩٤٦ ٩٤٧ ٩٤٨ ٩٤٩ ٩٥٠ ٩٥١ ٩٥٢ ٩٥٣ ٩٥٤ ٩٥٥ ٩٥٦ ٩٥٧ ٩٥٨ ٩٥٩ ٩٦٠ ٩٦١ ٩٦٢ ٩٦٣ ٩٦٤ ٩٦٥ ٩٦٦ ٩٦٧ ٩٦٨ ٩٦٩ ٩٧٠ ٩٧١ ٩٧٢ ٩٧٣ ٩٧٤ ٩٧٥ ٩٧٦ ٩٧٧ ٩٧٨ ٩٧٩ ٩٨٠ ٩٨١ ٩٨٢ ٩٨٣ ٩٨٤ ٩٨٥ ٩٨٦ ٩٨٧ ٩٨٨ ٩٨٩ ٩٩٠ ٩٩١ ٩٩٢ ٩٩٣ ٩٩٤ ٩٩٥ ٩٩٦ ٩٩٧ ٩٩٨ ٩٩٩ ١٠٠٠ ١٠٠١ ١٠٠٢ ١٠٠٣ ١٠٠٤ ١٠٠٥ ١٠٠٦ ١٠٠٧ ١٠٠٨ ١٠٠٩ ١٠١٠ ١٠١١ ١٠١٢ ١٠١٣ ١٠١٤ ١٠١٥ ١٠١٦ ١٠١٧ ١٠١٨ ١٠١٩ ١٠٢٠ ١٠٢١ ١٠٢٢ ١٠٢٣ ١٠٢٤ ١٠٢٥ ١٠٢٦ ١٠٢٧ ١٠٢٨ ١٠٢٩ ١٠٣٠ ١٠٣١ ١٠٣٢ ١٠٣٣ ١٠٣٤ ١٠٣٥ ١٠٣٦ ١٠٣٧ ١٠٣٨ ١٠٣٩ ١٠٤٠ ١٠٤١ ١٠٤٢ ١٠٤٣ ١٠٤٤ ١٠٤٥ ١٠٤٦ ١٠٤٧ ١٠٤٨ ١٠٤٩ ١٠٥٠ ١٠٥١ ١٠٥٢ ١٠٥٣ ١٠٥٤ ١٠٥٥ ١٠٥٦ ١٠٥٧ ١٠٥٨ ١٠٥٩ ١٠٦٠ ١٠٦١ ١٠٦٢ ١٠٦٣ ١٠٦٤ ١٠٦٥ ١٠٦٦ ١٠٦٧ ١٠٦٨ ١٠٦٩ ١٠٧٠ ١٠٧١ ١٠٧٢ ١٠٧٣ ١٠٧٤ ١٠٧٥ ١٠٧٦ ١٠٧٧ ١٠٧٨ ١٠٧٩ ١٠٨٠ ١٠٨١ ١٠٨٢ ١٠٨٣ ١٠٨٤ ١٠٨٥ ١٠٨٦ ١٠٨٧ ١٠٨٨ ١٠٨٩ ١٠٩٠ ١٠٩١ ١٠٩٢ ١٠٩٣ ١٠٩٤ ١٠٩٥ ١٠٩٦ ١٠٩٧ ١٠٩٨ ١٠٩٩ ١١٠٠ ١١٠١ ١١٠٢ ١١٠٣ ١١٠٤ ١١٠٥ ١١٠٦ ١١٠٧ ١١٠٨ ١١٠٩ ١١١٠ ١١١١ ١١١٢ ١١١٣ ١١١٤ ١١١٥ ١١١٦ ١١١٧ ١١١٨ ١١١٩ ١١٢٠ ١١٢١ ١١٢٢ ١١٢٣ ١١٢٤ ١١٢٥ ١١٢٦ ١١٢٧ ١١٢٨ ١١٢٩ ١١٣٠ ١١٣١ ١١٣٢ ١١٣٣ ١١٣٤ ١١٣٥ ١١٣٦ ١١٣٧ ١١٣٨ ١١٣٩ ١١٤٠ ١١٤١ ١١٤٢ ١١٤٣ ١١٤٤ ١١٤٥ ١١٤٦ ١١٤٧ ١١٤٨ ١١٤٩ ١١٥٠ ١١٥١ ١١٥٢ ١١٥٣ ١١٥٤ ١١٥٥ ١١٥٦ ١١٥٧ ١١٥٨ ١١٥٩ ١١٦٠ ١١٦١ ١١٦٢ ١١٦٣ ١١٦٤ ١١٦٥ ١١٦٦ ١١٦٧ ١١٦٨ ١١٦٩ ١١٧٠ ١١٧١ ١١٧٢ ١١٧٣ ١١٧٤ ١١٧٥ ١١٧٦ ١١٧٧ ١١٧٨ ١١٧٩ ١١٨٠ ١١٨١ ١١٨٢ ١١٨٣ ١١٨٤ ١١٨٥ ١١٨٦ ١١٨٧ ١١٨٨ ١١٨٩ ١١٩٠ ١١٩١ ١١٩٢ ١١٩٣ ١١٩٤ ١١٩٥ ١١٩٦ ١١٩٧ ١١٩٨ ١١٩٩ ١٢٠٠ ١٢٠١ ١٢٠٢ ١٢٠٣ ١٢٠٤ ١٢٠٥ ١٢٠٦ ١٢٠٧ ١٢٠٨ ١٢٠٩ ١٢١٠ ١٢١١ ١٢١٢ ١٢١٣ ١٢١٤ ١٢١٥ ١٢١٦ ١٢١٧ ١٢١٨ ١٢١٩ ١٢٢٠ ١٢٢١ ١٢٢٢ ١٢٢٣ ١٢٢٤ ١٢٢٥ ١٢٢٦ ١٢٢٧ ١٢٢٨ ١٢٢٩ ١٢٣٠ ١٢٣١ ١٢٣٢ ١٢٣٣ ١٢٣٤ ١٢٣٥ ١٢٣٦ ١٢٣٧ ١٢٣٨ ١٢٣٩ ١٢٤٠ ١٢٤١ ١٢٤٢ ١٢٤٣ ١٢٤٤ ١٢٤٥ ١٢٤٦ ١٢٤٧ ١٢٤٨ ١٢٤٩ ١٢٥٠ ١٢٥١ ١٢٥٢ ١٢٥٣ ١٢٥٤ ١٢٥٥ ١٢٥٦ ١٢٥٧ ١٢٥٨ ١٢٥٩ ١٢٦٠ ١٢٦١ ١٢٦٢ ١٢٦٣ ١٢٦٤ ١٢٦٥ ١٢٦٦ ١٢٦٧ ١٢٦٨ ١٢٦٩ ١٢٧٠ ١٢٧١ ١٢٧٢ ١٢٧٣ ١٢٧٤ ١٢٧٥ ١٢٧٦ ١٢٧٧ ١٢٧٨ ١٢٧٩ ١٢٨٠ ١٢٨١ ١٢٨٢ ١٢٨٣ ١٢٨٤ ١٢٨٥ ١٢٨٦ ١٢٨٧ ١٢٨٨ ١٢٨٩ ١٢٩٠ ١٢٩١ ١٢٩٢ ١٢٩٣ ١٢٩٤ ١٢٩٥ ١٢٩٦ ١٢٩٧ ١٢٩٨ ١٢٩٩ ١٣٠٠ ١٣٠١ ١٣٠٢ ١٣٠٣ ١٣٠٤ ١٣٠٥ ١٣٠٦ ١٣٠٧ ١٣٠٨ ١٣٠٩ ١٣١٠ ١٣١١ ١٣١٢ ١٣١٣ ١٣١٤ ١٣١٥ ١٣١٦ ١٣١٧ ١٣١٨ ١٣١٩ ١٣٢٠ ١٣٢١ ١٣٢٢ ١٣٢٣ ١٣٢٤ ١٣٢٥ ١٣٢٦ ١٣٢٧ ١٣٢٨ ١٣٢٩ ١٣٣٠ ١٣٣١ ١٣٣٢ ١٣٣٣ ١٣٣٤ ١٣٣٥ ١٣٣٦ ١٣٣٧ ١٣٣٨ ١٣٣٩ ١٣٤٠ ١٣٤١ ١٣٤٢ ١٣٤٣ ١٣٤٤ ١٣٤٥ ١٣٤٦ ١٣٤٧ ١٣٤٨ ١٣٤٩ ١٣٥٠ ١٣٥١ ١٣٥٢ ١٣٥٣ ١٣٥٤ ١٣٥٥ ١٣٥٦ ١٣٥٧ ١٣٥٨ ١٣٥٩ ١٣٦٠ ١٣٦١ ١٣٦٢ ١٣٦٣ ١٣٦٤ ١٣٦٥ ١٣٦٦ ١٣٦٧ ١٣٦٨ ١٣٦٩ ١٣٧٠ ١٣٧١ ١٣٧٢ ١٣٧٣ ١٣٧٤ ١٣٧٥ ١٣٧٦ ١٣٧٧ ١٣٧٨ ١٣٧٩ ١٣٨٠ ١٣٨١ ١٣٨٢ ١٣٨٣ ١٣٨٤ ١٣٨٥ ١٣٨٦ ١٣٨٧ ١٣٨٨ ١٣٨٩ ١٣٩٠ ١٣٩١ ١٣٩٢ ١٣٩٣ ١٣٩٤ ١٣٩٥ ١٣٩٦ ١٣٩٧ ١٣٩٨ ١٣٩٩ ١٤٠٠ ١٤٠١ ١٤٠٢ ١٤٠٣ ١٤٠٤ ١٤٠٥ ١٤٠٦ ١٤٠٧ ١٤٠٨ ١٤٠٩ ١٤١٠ ١٤١١ ١٤١٢ ١٤١٣ ١٤١٤ ١٤١٥ ١٤١٦ ١٤١٧ ١٤١٨ ١٤١٩ ١٤٢٠ ١٤٢١ ١٤٢٢ ١٤٢٣ ١٤٢٤ ١٤٢٥ ١٤٢٦ ١٤٢٧ ١٤٢٨ ١٤٢٩ ١٤٣٠ ١٤٣١ ١٤٣٢ ١٤٣٣ ١٤٣٤ ١٤٣٥ ١٤٣٦ ١٤٣٧ ١٤٣٨ ١٤٣٩ ١٤٤٠ ١٤٤١ ١٤٤٢ ١٤٤٣ ١٤٤٤ ١٤٤٥ ١٤٤٦ ١٤٤٧ ١٤٤٨ ١٤٤٩ ١٤٥٠ ١٤٥١ ١٤٥٢ ١٤٥٣ ١٤٥٤ ١٤٥٥ ١٤٥٦ ١٤٥٧ ١٤٥٨ ١٤٥٩ ١٤٦٠ ١٤٦١ ١٤٦٢ ١٤٦٣ ١٤٦٤ ١٤٦٥ ١٤٦٦ ١٤٦٧ ١٤٦٨ ١٤٦٩ ١٤٧٠ ١٤٧١ ١٤٧٢ ١٤٧٣ ١٤٧٤ ١٤٧٥ ١٤٧٦ ١٤٧٧ ١٤٧٨ ١٤٧٩ ١٤٨٠ ١٤٨١ ١٤٨٢ ١٤٨٣ ١٤٨٤ ١٤٨٥ ١٤٨٦ ١٤٨٧ ١٤٨٨ ١٤٨٩ ١٤٩٠ ١٤٩١ ١٤٩٢ ١٤٩٣ ١٤٩٤ ١٤٩٥ ١٤٩٦ ١٤٩٧ ١٤٩٨ ١٤٩٩ ١٥٠٠ ١٥٠١ ١٥٠٢ ١٥٠٣ ١٥٠٤ ١٥٠٥ ١٥٠٦ ١٥٠٧ ١٥٠٨ ١٥٠٩ ١٥١٠ ١٥١١ ١٥١٢ ١٥١٣ ١٥١٤ ١٥١٥ ١٥١٦ ١٥١٧ ١٥١٨ ١٥١٩ ١٥٢٠ ١٥٢١ ١٥٢٢ ١٥٢٣ ١٥٢٤ ١٥٢٥ ١٥٢٦ ١٥٢٧ ١٥٢٨ ١٥٢٩ ١٥٣٠ ١٥٣١ ١٥٣٢ ١٥٣٣ ١٥٣٤ ١٥٣٥ ١٥٣٦ ١٥

shreds of old clothing and other things forming a motley collection.

#### A GREAT UNIVERSITY.

During the last quarter of a century it has grown to be the practice in America to measure the greatness of an institution of learning by the product of two factors; one of these is the number of students which it enrolls, the other, the brutality of its foot-ball team. Judged by the first of these there is in Cairo one of the greatest universities in the world for it counts its seven or eight thousand students in residence. These, with two or three hundred "sheiks" or professors are housed in an old mosque of enormous dimensions, built nearly a thousand years ago and in use as a 'college' or university nearly as long. On entering the institution one passes through an arched passage into a large court open to the sky, where a most interesting scene presents itself. Squatting cross-legged upon the stone pavement are hundreds, perhaps thousands of students, grouped in 'bunches' numbering from ten to forty or fifty each. The groups are often so close to each other that moving about among them is not easy and each is a separate class engaged in study or receiving instruction. The professor sits in the same fashion as his students and usually there is before him a small desk on which rests the book or manuscript he is expounding.

From this he reads a passage, or he may direct one of the students to read it for him and then he explains its meaning or comments upon its application, showing how in reading it the emphasis should be placed, etc. His students listen, apparently with great interest, and make copious notes as he proceeds. In these student groups all ages are represented, from boys of ten or twelve years to men long past the meridian of life. Some of them were engaged in writing exercises,—copying from the Koran or some commentary or related volume, upon zinc tablets, using a sort of 'stylus' dipped in black ink and doing really beautiful work. Now and then one of the students would rise from his awkward looking sitting posture and go to one of a series of cupboards or private 'lockers' (without locks) arranged along a wall of the court and take therefrom his slippers, if he were going to leave the mosque (shoes are never worn in these sacred places) or, perhaps, a bit of coarse bread which he would proceed to eat. Passing from this open court to the great 'liiaus' or colonnaded areas under cover, more students were found and still more and more in other corridors in every direction, a mass of turbaned, loose-gowned, squatting figures, all similarly engaged in the pursuit of knowledge, under what seemed to me extraordinarily unfavorable conditions. But there was nothing

else to see and it all impressed me, or I ought rather to say depressed me with a sense of age and decay. Not only the building but all within it seemed to bear the weight of a thousand years and, as a matter of fact, I suppose that if I had happened in five hundred years ago everything would have been essentially as now.

And what do they learn in this place? In theory and practice, only that knowledge which is contained in or may be drawn from the Koran. Primarily, of course, religion or Mohammedan theology; then what is called 'jurisprudence' and logic. Rhetoric, poetry and the proper method of reading or reciting the holy book. Students pay no tuition; professors receive no salaries, supporting themselves by private teaching or the discharge of some religious office. The chief 'sheikh' or president of the university receives the munificent salary of ten thousand piastres (about five hundred dollars) per annum and is usually one of the most distinguished of Mohammedans. The only thing about it all that has reminded me of the university of the twentieth century is the fact that almost while I am writing these lines the chief 'sheikh' has "resigned because of some difficulty with the governing body of the university."

While the students are mostly from Egypt many come from other parts of the world in which Mohammed-

anism is the ruling faith, for this is the center of Moslem learning or, more truthfully, ignorance and fanaticism. For this reason, perhaps, visitors representing western civilization are not heartily welcomed. From such an admission fee is demanded at the entrance and that being the principal desideratum, little interest is afterward taken in the visitor, except to prevent his seeing too much or remaining too long. The Arabic fondness for 'back-sheesh' (gift) is not diminished by matriculation in this institution. It was openly asked for by the students and I am not sure that some of the beggars were not 'members of the faculty.' While standing in the great court I took my camera from my pocket, thinking to get a picture of the novel scene. I was prevented from doing so, however, by the guide who accompanied me and who was always very near at hand.

He stepped quickly in front of the lens, and when, thinking his interposition might have been accidental, I shifted my position he shifted his to correspond. He then told me that I could take my snapshot if I would first *give him two piastres!*

As women count for next to nothing according to the doctrines of 'El Islam,' ladies are usually especially unwelcome visitors at this institution and sometimes they are 'hissed' by the students. Co-educational

tion is not popular in this part of the world. The other day I incautiously made a remark to my 'dragoman' or guide implying that the gentler sex was held in much esteem in the country to which I belonged. He promptly accepted the challenge and straightening himself up with much pride he declared most emphatically that among his people "a man was a man" and that men were not "dragged about at the heels of women." Putting his hand to his heart he said "It would hurt me very much if I ventured to do something and my wife would not allow me to do it." Alas! I thought, how little this poor man knows of the blessings of modern civilization! 'Women's clubs' in this part of the world are those used by men to secure domestic peace. [Substituting the words 'women to destroy' for the words 'men to secure' in this sentence would change the application from Cairo, Egypt, to Cairo, Illinois.]

Of all the things I have seen in Egypt I think its great university is the most discouraging, for it is an index of the intellectual night which prevails among the many millions of adherents of the most widely diffused of religions.

#### THE FATHER OF HIS COUNTRY.

The Egyptian donkey-boy is *sui generis*. It is generally agreed that

the donkey of Egypt is the most gentle, the most intelligent, the easiest-gaited, in short, the best of his kind. The donkey-boy is a fit companion for his gentle and patient beast and in his light-heartedness, his readiness in repartee, his rapid and generally accurate estimation of nationality, character and disposition, he would rank well among members of a more pretentious calling.

He speaks English with a fluency that is surprising when it is remembered that generally he has only 'picked it up' from those whom he has served professionally. His fondness for conversation with his patrons is doubtless largely due to his appreciation of the fact that a knowledge of their language is of money value to him.

An excellent 'type-specimen' was a fifteen year old boy whom I met one morning at Luxor as he was leading his donkey along the street. I was made aware of his presence by the following astounding salutation:—

*"Goodmorning! Mr. American Gentleman! Want a donkey? My donkey is the best donkey in Luxor and I am the best donkey boy in Egypt! Want to know my name? George Washington;—first in war, first in peace and first in the hearts of his countrymen!!*

*Hey diddle, diddle,*

*The cat and the fiddle,*

*The cow jumped over the moon.*

*John Brown's body lies mouldering  
in the grave, etc., etc."*

All of which was delivered with extraordinary rapidity and unusual correctness of pronunciation.

Wishing to ride to the ruins of the temple of Amman at Karnak on the afternoon of that day I promptly engaged this youthful orator and, rather to my surprise the donkey was an exceptionally good one. As for the donkey boy, it developed on investigation that he had received some help in his mastery of the language at a school in Luxor maintained by the American mission in Egypt and there he had acquired his extensive repertoire of Mother Goose rhymes and other examples of English pure and undefiled. These he repeated to us many times during the afternoon, even attempting a song which he had learned at the Mission School. One of the well known tricks of the donkey boy is to name his donkey in a way to flatter the personal or national prejudices of his patron for the moment. The poor beast will be 'Bismarck' this morning, 'Loubet' this afternoon and to-morrow some one else, according to the supposed preferences of his rider. A whole page would not be sufficient for a catalogue of the world's most famous men and women who here find a sort of reincarnation in those mild-eyed, long-eared beasts. At a single stand one may find 'Gladstone,' 'Sarah

Bernhardt,' 'Mary Anderson,' 'Teddy' (with a tendency to buck), 'Major McKinley,' 'Kaiser Wilhelm,' 'Minnehaha' and many others. "This donkey, he name Yanky-doodo," said the smiling boy who followed us about among the ruins of Memphis. "And what would his name be if I were English?" was asked.

"*Wiskyansoda*" was the prompt reply.

#### HERE THE EARTH WAS MEASURED.

At Assouan, just below the first Cataract of the Nile I dilated with an emotion which I suspected was not common among visitors to that most delightful and interesting place, and I am afraid I was a little proud of it. The ruins of the beautiful temples on the Island of Philae, still beautiful though their foundations are submerged in the new dam to a depth of fifteen or twenty feet; the famous granite quarries whence came all the obelisks of Egypt and the enormous masses of red or black granite found in temples and tombs; the great dam itself, the biggest of its kind in all the world, which holds back and controls the flow of the mighty river; all these, together with the purest, driest, cleanest air and bluest sky, with the lonely desert all around, make Assouan worth going a long way to see and to know. But besides all of these and, perhaps, even more than all of these



was the fact that here was one extremity of the great base-line by which the dimensions of the earth were first determined with anything approximating to accuracy. In early Egyptian history Assouan with the region around it was known as 'Abu' or 'Elephant Land' for it was here that the Egyptians first saw the African elephant and the island in the river at this point is still called 'Elephantine.' The town marks the southern limit of Egypt proper and by the Greeks it was called 'Syene.' It was here that the Latin poet, *Juvenal*, was banished as a punishment for his *Satires*. About two hundred and fifty years before Christ the famous Greek mathematician, *Eratothenes*, who was then attached to the museum at Alexandria, heard of a certain deep well at Syene, into the bottom of which the sun shone 'without shadow' at noon on just one day in the year. Syene was, therefore, on the northern tropic, marking the furthest northern advance of the sun. *Eratothenes* conceived the idea of making use of this to ascertain the circumference of the earth, of which, up to that time, only the vaguest notions had existed. To this end on the very day on which the sun bestowed his vertical glance upon the bottom of the Syene well, and at the same moment in fact, he measured its position in reference to the vertical line at Al-

exandria. He found it south of the vertical by one-fiftieth of an entire circumference and from this he concluded that the distance from Alexandria to Syene must be one-fiftieth of the entire circumference of the earth. The geometry of this is very simple as anybody can see by making a diagram of it. According to this observation the difference of latitude between Alexandria and Syene should be about seven degrees and twelve minutes, while, as a matter of fact, it is about seven degrees and seven minutes, so that the old Greek's measure, considering time and conditions, was astonishingly good. From that day to this the problem of the accurate determination of the form and dimensions of the earth has engaged the attention of the brightest intellects of each successive generation. As *Humboldt* said, no other problem has contributed so much to human enlightenment as this, in view of the great number of novel methods and ingenious devices and processes which its solution has suggested and required. *Eratothenes*, at Alexandria and Syene, was the first successful 'earth-measurer.' Where the old town of Syene stood there are now only heaps of rubbish and ruins. I saw nothing of the famous well by the aid of which man first learned something of his own dimensional relations to the universe of which he is a part.

## WOMEN'S WORK ON THE BOARD OF EDUCATION.

BY PAULINE STEINEM, TOLEDO.

In a recent publication, entitled, "Our Schools, their Administration and Supervision," by Superintendent Chancellor of Bloomfield, N. J., eight classes of persons are enumerated, who according to the author, seldom furnish valuable school-board members, and among these are women.

The reasons given are not new, even though they are startling, but, as like Banquo's ghost, they will not down, it may be worth our while to see how far they are justified, if at all.

The author says that women make poor board-members, because, if married, they are usually busy with their children or grandchildren and when unmarried or married and childless, they have many theories about children.

Let us recall to the mind of the learned gentleman, the vast field of pedagogical literature, and he must agree with us, that on the subject of education, it is the men who have had the theories, for while we women have ever since time immemorial actually brought up children, men have written nearly all the books on education and have told us how to do it.

He further goes on to say, that being women, we know little and

care less about business, which he claims to be in reality the only direct concern of the Board and that whether married or not, women are generally much under the influence of some particular men.

That women are learning today, a good deal about business and acquiring quite a taste for it, is shown by the anxiety felt in some quarters lest they usurp too much of it and oust the men. The idea that business is the only concern of a school-board, shows a misconception of the duties of such a board, which is sure to destroy the efficiency of the public school, and as to women being under the influence of some particular men — are not men just as apt to be under the influence of some particular women?

He concedes that there are some women, who would make good board-members, women of wide experience and superior culture and with a condescension which is amusing, he prefers such exceptionally qualified women to any of the seven objectionable classes of men. Evidently the author of this book still clings to a point of view, long since outgrown by most men — that woman is the lesser man.

There can be no question of superiority between the sexes; they are equal, even though they are different, and the question of fitness becomes one of individual development, rather than sex.\* He even goes so far as to recognize two "plausible" reasons for placing these exceptionally qualified women on boards of education; 1st.—because more than half the pupils in our schools are of their sex; 2nd,—because they represent more than one-half of the parents, but, with a logic which is hard to understand, he adds, that when equal suffrage becomes the common condition in American politics, these reasons may become valid.

Why these reasons are not as valid now, as they will ever be, he does not explain; besides, will it not be necessary to acknowledge the validity of these reasons first, before we can have equal suffrage?

And these are the books recommended to our teachers for their Reading Circles! Is it to be wondered at that the progress of the world is so painfully slow? Yet, let us remember, that our advancement along educational lines is not due so much to the average teacher, actually engaged in the work, as rather to the growth of public sentiment, which as the world progressed, demanded higher ideals in the schoolroom and more humanitarian methods in teaching; somewhat as the greater liberality and freedom of thought, which charac-

terizes our churches to-day, has been brought about not so much by the minister as just as often in opposition to him.

In order that we may understand the importance of woman's work on Boards of Education, it is necessary to first determine the purpose of such a Board and its proper functions.

Supt. Chancellor says that business is its only concern, that a Board member is not and need not be an educator, in fact, to furnish the money is, according to his idea, the only function of the Board.

He would therefore not call it a Board of Education, but a Board of School Control, evidently not realizing that even a Board of School Control, in order to act intelligently, must know something about the purpose of the school and the means by which this purpose is to be obtained.

That the views of this school man are shared also by Board members, is shown in an address made by the president of a Board of Education before a body of teachers. He compares the school system in a large city to an industrial plant, and the Board of Education to a board of directors. The children are to him the raw material, and he makes the astonishing statement that they must leave school either "a finished product" or as "scrap."

That our schools could even at best turn out a finished product.

or that any child could, even at the worst, become mere scrap, is an idea which could only be advanced by one as ignorant of the province of education as the author of "Our Schools" believes Board members ought to be!

It is just such reasoning that has given us the conditions the author of this book wishes to avoid.

A Board which is simply to furnish the money will naturally put everything on a money basis; every expenditure is scrutinized, and just because there is a lack of understanding as to the real point at issue, the physical, mental and moral well-being of thousands of children is frequently put in jeopardy in order that a few dollars may be saved for the taxpayer. This is the kind of Board which cannot recognize the merit of a good teacher and doles out to him, or her, starvation wages. This is the kind of a Board which makes it hard for many a self-respecting teacher to remain true to his or her ideals, and yet teach in the public schools, and this is the kind of Board which forces out of the teaching profession its best men and women to seek fields of labor elsewhere.

But what else could be expected of Boards of Education composed merely of cash registers?

Is it not rational to suppose that in order to make the school what it should be, not an end in itself, but a preparation for life, and in

order that we may have Boards of Education who represent the interests of parents, teachers and children, we must have as members of such Boards persons of the broadest culture and unbiased mind, who combine with a liberal allowance of common sense the highest ideals of life?

Is it not rational to suppose that in order that all the people may be represented, and not merely a part of them, and in order that we may have the viewpoint of both mother and father—considered so essential in the bringing up of children—we must have as members of Boards of Education women as well as men?

It is commonly believed that the practical aspect of a matter appeals to man, and the humanitarian to woman. If we mean by that that men can build better schoolhouses and buy supplies more economically than women, we forget that even the schoolhouse, in order to be a success, must be planned with a view to sanitation, comfort and beauty, which is the expression of a truly humanitarian spirit, and as for buying supplies more economically, no one knows better how to get the most for one's money than a good housekeeper. Therefore even if the building of schoolhouses and the buying of supplies constituted the sole purpose of a Board of Education, there would be a place for women, but in reality these activities are but a few of the

functions of such a Board; the real issue is, and must ever be, the child: How to assist the home in bringing him up in the way he should go, how to develop the faculties according to the best that is in him, and how to make of him not only a good citizen, but more than that, a good member of society.

The fact of the matter is, that the humanitarian aspect is the only practical aspect of any question, because the only one of any lasting value.

School buildings may crumble into dust, text-books and desks may succumb to the ravages of time, but the spirit which reigns in the schoolroom, which builds the character of our boys and girls and sends them out into the world a power for good—this humanitarian, life-giving spirit can never die.

It follows, therefore, that women are the real practical people, for they build, not for to-day, nor for to-morrow, but for all eternity.

Emerson says that "the best political economy is the care and culture of men," and real culture, according to Ernst Haeckle, "does not consist in dead knowledge, and hollow tests of memory, but in the true development of the heart and the reasoning faculties of the brain."

Our system of education—so-called—emphasizes the latter and ignores the former; it is for this that we need women on Boards of Education, to bring to our educa-

tional problems, as well as to our whole civilization, which has been called top-heavy with intellect, this true development of the heart.

The most superficial study of the history of the human race reveals the fact that women have always been the civilizing influence.

Edwin Markham says that the birth of a new social spirit and the growth of a truer democracy are closely connected with the awakening of women. Nowhere is this socializing and humanizing spirit more apparent, nowhere has it wrought greater changes, than in the schoolroom. It has taken the rod out of the schoolmaster's hands or causes him to use it with an apology.

When Froebel preached his gospel of love in the kindergarten, women were his first and best helpers; for they intuitively felt the truth of his teachings. Women introduced the kindergarten in America. They instituted vacation schools, playgrounds, school gardening, recreation centers, and evening lectures. They formed clubs in connection with the schools for boys and girls and parents, and in doing so, brought the school and the home into that close touch which is so essential to the best interests of the child, for both are working for the same end; and neither can do its work without the help of the other.

In the light of recent events, we must believe that the people are

awakening; and the people are supreme. As soon as they realize that a place on the Board of Education is not an opportunity for dispensing patronage or rewarding one's friends, just so soon will these institutions be taken out of the hands of the politician and the places on the Boards be filled by men and women who have the interests of the children at heart, and who know that the real meaning of education is development, and in its last instance stands for evolution.

Just as soon as the people realize that the solution of all our social problems lies in the right kind of education—an education which develops not only the brain, but hand and heart as well—just so soon will they become thoroughly alive to the importance of woman's work on Boards of education, for we must believe with Emerson that, "if men can be educated, the institutions will share their improvement, and the moral sentiment will write the law of the land."

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## NATURE STUDY.

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BY MARGARET CLUNE FORD, OTTAWA.

All beginnings are difficult. No one realizes this more than the teachers of the first year children. In my paper, it will be my aim to aid primary teachers in the selection and arrangement of lesson material and to offer some suggestions as to methods of teaching Nature Study. After a beginning has been made, it will be easy to develop other, and so-called higher, motives. I am glad to say the time has passed when it is necessary to urge the importance of the study of nature, or to show how from it have sprung love of art, science and religion, or how in the ideal school it will have a central place. For to know nature and man is the sum of earthly knowledge. The object of Nature

Study is to inspire the pupil, to broaden his observation and multiply his points of contact with this world, thus bettering his life. How should we begin? With the common things, those which we see every day, and which are a part of the child's daily life. He must feel that the work is his; that he is the investigator. The active method of the kindergarten and the university should be adopted in all grades. This seems a natural and easy way to open up the pupil's mind, but so much depends on the teacher, he should be all awake.

A live teacher and a live plant are worth volumes of books and pictures in this work. One thought or one suggestion may be enough

for the day's session, the suggestion that insects have six legs, the idea that there are many shapes and sizes of leaves. A good lesson will have been taught if the pupil's interest is merely awakened in some new direction. In presenting the lesson keep four points in view. First, observation; see the thing. Second, ascertain a fact about it. Third, a reason for that fact. Fourth, you must awaken the desire to want to know more. The first day the lesson is presented, the teacher begins his questions, and keeps on asking them until a knowing answer is given. No Nature Study exercise should exceed fifteen or twenty minutes; it should come as a rest. Many stories, songs and poems related to the nature study lessons can be given. In nature study, when the child asks a question you cannot answer, tell him so. In this field any child can ask a question that all the wise men cannot answer. The field is so great that to expect an elementary teacher to know all, or much, about a small part of it is absurd. The most advanced specialists really know only a little about a very few animals or plants. Knowledge is not the peculiar property of the teacher, but is the right of any one who seeks it. Set the pupil to investigate for himself. This should be the spirit of the teacher of today, and the best teacher is he whose pupils farthest outrun him. He is only a teacher

from the fact that he is older and more experienced than his pupils. On the active side of growth and movement, children, teachers and specialists are all learners together. In my work the past year, I found it very convenient to form a course of study with selection of lesson material worked out for the successive school months, which may interest you. So I will thus take up the work briefly by months, beginning with September.

There is no other time in the year when Nature stretches out her hand so invitingly as in the first school month of the year, September. Green woods, pretty flowers, fruits, birds and butterflies are all around us. Children delight in their surroundings. They carry to the schoolroom fruits, flowers, and whatever they are most interested in. The children of the first year wish to tell you of the red apples, yellow pears, and the peaches that grow on their trees, the bird's nest in the cherry tree, and the flowers in the yard and field. It is then most natural to plan the work according to the season of the year, building upon what the child already knows and leading him on new voyages of discovery. It was Froebel who said that the ideas introduced from month to month should bear essential relations to the life of the child.

Talk of the trees on which our common fruits grow; use pictures and illustrations of the trees from

which we get our imported fruits. The nature study cannot well be presented without the aid of illustrations, and from these lessons, also, the drawing of the child comes. Talk of the familiar fruits, flowers and leaves. Make a special study of the apple, as to form, parts, size, taste and variety. Encourage the children to bring flowers into the schoolroom, and have them tell what they know of their habits, where they grow, what makes them grow, which they prefer, why. These questions are suggestive of many others that should be asked in the conversational lessons. The important thing now is freedom of expression, and the ability to question well means much to the children. It should be understood that in primary grades only prominent or attractive features are to be emphasized, the chief object being to awaken an interest in nature and encourage a spirit of investigation. There is no better time to begin the study of trees than October, for it is the color month—the time when the people look at trees, if they ever look at them. The best way to begin is to select a definite number, three or five trees of different species. The number can be increased as time goes on, but it is a mistake to begin with too many at first. Select specimens near at hand, in order that it may be easy for you to see them every day. Autumn fruits and seeds now take their place, and

through the seemingly lifeless seed the lesson of life is taught. Have the children bring many varieties of seed together for study. Let the first thought be that through the seed the plant reproduces itself; that the people and animals could not live without the seed as a food. Show how Nature has planned for the distribution of seeds; that the wind and water have their parts as well as man and animals.

Notice the resemblances and differences in seeds and the characteristics of common ones. The maple seed has a wing, the dandelion a tuft of fine hair, the baby milk-weed a gown of silk by which attachments the wind carries them miles away from the parent plant.

The last week of the month is given to the study of the Indian corn, which has been selected in the seed work of the year.

The preparation of winter and a spirit of thankfulness are the thoughts of November. Though flowers and leaves are no more seen, there is no reason why November should not be one of the most interesting months of the year. Tell the children of the careful preparation made by animals, as regards clothing and a winter home; that some put on their warm winter clothes just as we do, while the frog, turtle and snake lie sleeping through the cold winter. They will understand that as animals are making preparation for a period of rest, so mankind must also make



provisions for the winter, and he must draw his supplies from the abundance of Nature. The migration of the birds is a subject interesting to every child, and is made a special study this month. December is the children's month, and to them the best time of the year. The first part of the Christmas month is given to animal study. The sheep, camel and the donkey have been selected at this time because of the relation they bear to the story of the Christ Child. The work of the entire month should be a preparation for the enjoyment of the gladdest day of the year. The Christmas work would be incomplete without the story of the three wise men who had waited so long for the coming of the Christ Child. A little time given to the study of the camel will help the children to understand the modes of traveling in a desert country and how the patient animal is so well adapted by its structure to its home and the life it leads. Compare it with the horse. The beginning of a new year suggests a study of the way "Time" is divided. Let the pupils recall many things that have happened during this year, and the many joys they hope to have during the coming year. Make a study of the calendar. Supply the children with paper and rulers, that they may make their own calendars. Teach the child to tell time by the clock. Tell them how the Indians measure time by the coming and

the going of the moon, with bundles of sticks, or by cutting notches in the trees.

The bear, reindeer, seal and dog may be made a special study this month.

In February, the last of the winter months, have the children watch carefully what Nature is doing. Observe the ground, river, trees and bushes. The study of the horse was taken up this month. Since the horse is so familiar to nearly all children, they will be able to give much that is interesting. Compare it with the other beasts of burden. Talk with the children of the intelligence of the horse. Lead them to observe the treatment of horses in the neighborhood. Teach the law with reference to cruelty to animals. Have the children read "Black Beauty." March is the month to begin anew the study of out-door life. The observing child does not need to be reminded that the signs of spring are already here. The twigs begin to change color, the pussy willow stirs from its winter sleep, and the little spring flowers peep through the ground. Notice the coming and habits of the returning birds.

The maple tree, pussy willow and lilac are taken up this month. The air, wind and sun can also be studied this month. Nothing deserves our time more in April than the flowers. They make great changes in the appearance of the earth. Select as many flowers as

possible for the study.. The natural home of the flower should be studied. The color of the flower is of much interest to the child, and it can be told in no better way than by water colors or crayon. Plant seeds in the room under different conditions, and observe the difference in growth. The chicken and duck are familiar, and may be selected as types of scratchers and swimmers.

In May the familiar birds are all back again in their accustomed haunts. Let the children name all the different kinds they have seen. Keep a list upon the blackboard for reference. Have them report where certain birds are building, and the material used. Show that there is as much difference in the architecture of nests as of

houses, as to material, form and beauty. Name the material from which our homes are made. The birds' materials are wood, stone, twigs, hair, feathers, mud, strings, cotton, etc. Birds in general are studied this month, but the robin and bluebird are not only the most familiar, but the favorite, birds of the children. They have been selected for special study. Pond life may also be taken up.

My plea for Nature Study or elementary science for the public school ought to be for human good. Is not a training in lines similar to these I have tried to point out inspiring to all thought, lifting and bettering, and thus the means of making better men? For, "As a man thinketh, so he is."

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## WHAT CAN BE DONE FOR THE COUNTRY BOY?

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BY A. B. BUROKER, ST. PARIS.

Dr. True, director of the Office of Experiment Stations, says: "The courses of study in the cities are being changed with a view to providing instruction which shall relate more closely to the requirements of the store, the counting room, the workshop, and the professions. While there has been great activity in the educational affairs of the city, the progress in

the rural communities has been along very narrow lines."

The day on which the Boxwell law became effective was a great day for the boys and girls of Ohio; but a greater day was that on which the Patterson law went into effect. Then it was that, in some respects at least, the country pupils were placed on an equal footing with the town pupils. And hundreds of

young people throughout the State are taking advantage of the great opportunity thus afforded to obtain a high school education.

Many teachers and parents are encouraging, persuading, urging country pupils to prepare for the county examination and take a course in high school, because of the multiplied opportunities, which will thus be open to them.

But, so far, the great majority of high school pupils from the country are girls, while most of the boys most resolutely and emphatically refuse to accept this great boon—this panacea for all the ills of hard work, no honor, and poor pay. And it is to this class that I want especially to call attention.

Many of these boys are considered dull, or lazy, or indifferent, and are usually given up as hopeless cases. Teachers contrast them with the bright pupils, and try to shame them into an effort to be somebody. They feel hurt, resolve to do better, fail, try again, become utterly discouraged, and give up just when they have reached the age of most effective mental activity. And, too often, the teacher feels a sense of relief when they withdraw.

Others are very bright, do all their work thoroughly while in the grades, but firmly oppose parents and teachers when they are urged to attend high school.

Occasionally a farmer, feeling his own great need of a better edu-

cation, persuades his boys to go to high school, but, alas, he is doomed to disappointment, for they never come back to the farm. You ask why they do not come back? Prof. R. P. Clark recently made the following statement at a Farmers' Institute in Ashtabula county: "The lawyer, the doctor, the minister, the teacher, the merchant, the successful business man, are the ideals for which courses of study are prepared. Farmers pay their taxes, send their children to these schools, and then wonder why the graduates of our high schools never stay on the farm. The wonder would be if they did, because their educational training is of a character intended to take them away from the farm."

Is this statement true? If not, will some one explain why there are so few high school graduates engaged in farming? Can you find a dozen to the county throughout the State?

But the high school phase of this subject is by no means the most serious, but the fact that much the larger per cent. of our country boys do not complete the elementary course, because as soon as a little material benefit can be gained by their work they are taken out of school. Most of the early withdrawals in towns and cities are from this cause. How much more then would it be true in the country, where we teach "about banking, brokerage, stocks and bonds, for-

eign exchange, obsolete compound numbers and compound proportion, greatest common divisor, four-story complex fraction monstrosities, but never a word about the soil; the growth of crops, which makes all life possible; or of trees, shrubs and flowers, which make the farm home so beautiful."

We ought to begin to understand that it is easier to develop the mind of a child by means of the things which come in direct contact with its life, than to take it away from its environment. We ought to know also that the mental powers can be developed by means of the very common, every day, practical things which we think are of too little significance to notice. Prof. Bailly, of Cornell, says: "The study of Greek is no more a means of education than the study of Indian corn is. Classics and Calculus are no more divine than machines and potatoes are."

The great trouble is that we have certain "educational standards" which we have set up, and our whole concern seems to be to work every boy and girl "up to" our standard. Is there only one standard of excellence? Why not, instead of so much talk about "raising the standard," discuss the more rational idea of multiplying the number of standards until every boy and girl in town and country may, without leaving his or her natural sphere, gain a little praise for useful work well done. Why

should John be ridiculed because he likes the farm, but fails to become interested in many of our pet school notions, and Frank be praised because, forsooth, he agrees with us?

But is it not a fact that we are educating those who are attracted by the same ideals which we possess to the neglect of others who may have ideals of as great usefulness to the world?

How many of us are taking it for granted that the larger portion of the human family are incapable of high development simply because we fail to do much with them by dragging them along the same road we are going? I am inclined to be more optimistic. I believe that there are very few children born but are capable of high attainments if trained along lines of greatest natural adaptability.

I am not pleading for the cause of the country boy because he is weak minded, but because he is misjudged and mistreated. He is misjudged because he is thought dull when he fails to understand what we want him to, and he is mistreated in that he is not given a fair chance to show whether he could understand anything else or not. He is also mistreated because he does not get his share of the tax he works so hard to pay. There is not enough money spent for the special training of boys who choose to be farmers, carpenters, masons, blacksmiths, teamsters, etc.

If the money which has been spent in the country schools for Grammatical, Mathematical, Anatomical and other Diabolical charts had been spent for good books, kits of tools, work benches, and the like, the country boy's lot to-day might be envied by his more fortunate city cousin.

The centralized school ought to be a solution to the school problem for the country boy. Connected with the school should be ground for experimenting, work shops, and a library of books on subjects concerning which every man, woman and child in the district may wish to know. My idea of a library is that it should contain not only books of literature, history, and travel, but books on agricul-

ture, live stock, machinery, carpentering, smithing, etc.

But the danger is that instead of supplying a real need in rural communities, the centralized schools will attempt to follow in the footsteps of the town and city schools. The course of study for pupils in an agricultural community, no matter what kind of a school it is, ought to be so arranged and taught that the majority of the pupils will finish the course willingly and then stay in the community.

The greatest present need of the rural schools is teachers (more males) who are in full sympathy with country life, and who realize the great importance of keeping more of the "best talent" where it belongs.

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## LITTLE THINGS.

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BY MARTHA A. TURNER, UTICA.

Every one really desires to be successful in whatever he undertakes; but there is no such thing as success in school work without thorough preparation, careful, intelligent, *daily* planning, hard, honest effort and perseverance, in short, a consecration of one's self to the work. Those of us who are not willing to give these must expect neither great pleasures nor great returns from our labors.

It has seemed to me that the keynote of our associations this year has been preparation, not only of the teacher and of the lesson, but of the pupil to receive the instruction. Try as we may, I suppose it will ever be that some seed will fall "by the wayside," some on "stony ground," some "among thorns," and some on "good ground," but if the teacher fails to do all he can to prepare the soil,

or allows the plant to die for lack of care after it has sprung up, there surely he is at fault.

Someone has said, "There is no impression without expression," that unless the child is able to make use of, to build into his life, what you have tried to impress upon him, you have failed, no real impression has been made—of course, I think, we often make the mistake of looking too soon for results and are discouraged and disappointed if we do not find them. We smile at the story of the little boy who dug up his bean, and then go and do likewise. We say to our pupils, "Try, try again." and yet, after a few efforts we ourselves give up the far more important problem of training for good citizenship, and say, "I cannot do anything with that boy. I do hope the next teacher can get hold of him." We all hope so, too; but does this end your responsibility? Will this help or make it any easier for you to get hold of the next boy, or for the next teacher to get hold of this one? Are you going to give up because of delayed results or even a few failures? Learn a lesson in patient perseverance and trust from Robert Morrison, the first missionary to China, who labored seven long, weary years before he received a single convert to his faith.

I do believe one of the greatest as well as one of the most common mistakes for the earnest, busy teacher to fall into is the inclina-

tion to pass over, either lightly or entirely, what we are pleased to term little things. Many of these are in themselves little things—a blade of grass, a sparrow, a cup of cold water, a word fitly spoken, are all *little* things, but dare we call them *unimportant*? If we could only *always* bear in mind that our pupils are, day by day, forming habits under our guidance and for which we are, at least, in *part*, responsible, and which, if good, will go far toward advancing their future success as men and women, but if careless, indolent or evil habits are forming, they will go just as far toward preventing their success. It is not possible, neither is it desirable, for the school to take the place of the home or the church, but it *must* stand for what is purest, noblest and best in both. When one realizes how many homes are such in name only, and how many children are never reached by the church, one trembles for this fair land of ours. Of course, it is not possible for the teacher always to overcome all the evils of heredity, and home and street environment and training; but does it not seem as if our public schools should send out a larger per cent. of men and women fitted to meet and *conquer* the temptations, discouragements and difficulties of life? Has not our country a right to expect *much* from a source to which she gives so much?

I am more and more impressed

with the belief that child life is not valued as it should be. We say, "Oh, there's time enough," and what we call "time enough" is little enough. We excuse this little fault and that bit of carelessness with, "Oh, they're so little," or "They'll know better when they're older," but while we are waiting for them to grow older, what of these habits? What a child needs is not so much a knowledge of right and wrong, but an incentive and a power to do the right when temptation comes, the power of restraint, of self-control—the courage to say "no" *promptly* and *decisively*, and to stand by it even in the face of sneers. The great Teacher surely understood the value of early training, for when he commanded Peter it was, *first*, "Feed my *lambs*," then after that the "sheep," and the arch-enemy of mankind lost no time in obeying this command, and he has been busy doing so ever since. The Bible doesn't say if we *teach* a child that certain things are right and others wrong he'll be saved, but if we *train* the child aright—there is such a difference between teaching and training. You can teach a child in five minutes the evil of telling a falsehood, but to so train him that he will always choose the truth will require skill, vigilance, perseverance, and "the patience of Job."

The primary teacher has here an opportunity and a work greater than the mother, for she must *undo*

much of the evil that has been allowed before she can even *begin to do*. I know we hear a great deal these days about the little ones coming so pure, and sweet, and fresh, to the primary teacher, but just go into some room where she has her forty or fifty pupils, and "invoice" and see for yourself what she has on hands. Prof. Corson once gave this definition for *training* to a primary teacher, "Hit just as hard as you can, just as many times as you can, and from just as many sides as you can, in the *same* place—and then hit again—and keep on hitting."

One of the puzzling questions is how to secure purity of thought and speech, for impure language spreads contagion *worse* than small-pox and leaves deeper scars if the patient does recover. Example here is perhaps the strongest means at our command with which to combat this evil.

"Careful of fire is good advice, we know, careful of words is ten times doubly so"—especially in this day, when it is almost necessary to call in an expert to tell what is harmless (?) slang and what is actual profanity. I once visited a school where there was much concern on the part of the teacher about her pupils' language. There was so much profanity, she told me. That morning she gave a fine talk to her pupils, and I thought surely it would do good. As we talked of this matter at recess a

little girl came into the room sobbing, "Oh, teacher, I said a naughty word, and all the little girls are coming in to tell on me." On hearing the "naughty word," the teacher, patting the little girl on the head, remarked, thoughtlessly, "Oh, never mind, dear; that isn't so bad—I say that myself sometimes when I'm out of sorts." I afterwards learned that *that* word soon became a favorite expression among those pupils, and, no doubt, the boys argued their words were no worse than it, and thus the evil soon spread, for the teacher's influence was gone. We *must* be sincere, if we expect our pupils to be so. If we do not "practice what we preach," no one will find it out sooner than our pupils, and usually our "bad boy" is the first to discover it. Irreverence is a trouble we hear much of everywhere; and here, too, perhaps, the teacher is often unintentionally a stumbling block to the pupil. I remember hearing a story once that impressed me very much. A primary teacher was complaining to her superintendent that her little ones were so bad; that they did not seem to have any reverence for anybody or anything. When questioned further about it, she said one thing that troubled her was that over half her pupils sat upright during the morning prayer, with eyes open. You wonder how the teacher knew this. If she had been reverent, if she had meant every word of the prayer

she spoke, her pupils would have "fallen into line" ere long. But so soon as they discovered that she was spying on them they returned the compliment. You can see how her sincerity would be doubted, her influence weakened, and her example tried on others.

If we wish to cultivate in our pupils a love for good order everywhere, we must train them to do everything every time in a quiet, orderly manner. I do not care for the bell signals, but I do like the quiet "rise," "pass," and I would use them every time a body of pupils move about the room. I know it requires time, but everything "worth while" requires time, and besides, it does not require so much time as it does to quiet the confusion and disorder of coming without the signals. Good order is absolutely necessary to make the schoolroom pleasant and profitable. There should be such a spirit of sympathy and helpfulness between pupil and pupil, and between teacher and pupil, that no one will feel that the teacher is a policeman watching to find fault and punish every little offender. The busy mother who finds time to look into the room a dozen times a day where her little ones are at play is never accused of being a policeman. She watches, not to find fault, but to keep off harm, to restrain the child or to recall if he goes near harm, or render assistance if any harm comes to him. I believe it is



a crime to teach children that self-preservation is the first law of life. This is the embodiment of selfishness and cowardice. If each observed this principle, who would be heroes; who would be missionaries; who would be *anything* worth being? The first law of life is to do all the good you can, to be just as helpful as you can to as many people as you can.

If we wish to find our pupils kind and respectful to ourselves, each other, and all in authority, we must be so first, not only in the presence of our pupils, but everywhere, for our pupils hear from others many things about us we never expect them to find out. If we speak lightly or in a fault-finding way of our school board, superintendent, other teachers, officers of the law, or parents, we are going to find this seed bringing forth mostly "an hundred fold." Once a pupil came to her teacher and reported a violation of a measure her superintendent had brought before her pupils that morning. She, evidently thinking it a *small* matter, or being herself out of sympathy with the measure, sent the pupil back (to report to the rest of her playmates), with the remark, "Oh, I guess he didn't mean all he said." Another teacher said to a pupil who complained that one of the teachers in the building had reproved her for misbehavior, "I guess I can manage my own pupils without any of her assistance." It is just such

teaching that breaks down proper respect for law and order. If our pupils find that we evade laws we should heed, they will go a bit farther; if we criticise others, they will soon feel at liberty to criticise each other, us, everyone who rules over them. Of course, *few* laws and *great* firmness is always wisest. Pupils respect a teacher much more who insists on *perfect* and *immediate* obedience *every* time. There can be no vacation along *this* line. I believe in being gentle, but I haven't any place for the *kind* of gentleness that "can't bear to punish a child," or will excuse him "this *once*, but don't do it again, dearie," forty times over. Someone said, "Oh, that *every* time is so wearing!" To be sure it is, but everything in this old world of ours was made to "wear out, not rust out." I think we hardly appreciate how much more easily these things—every one of them—may be accomplished in a room made cheerful with books, pictures and plants,—all carefully selected, of course. These things cost money, effort, and often self-denial, as anything worth having always does, but they can be had at such low prices these days, and there are so many pleasant and simple ways of bringing money into the library fund now, that there is no excuse for failure along this line. I am old-fashioned enough, too, to believe in talks, not long, dry lectures, but short, well-planned talks, right to

the point, being careful that our pupils understand every word we use on these occasions.

I believe, "Well begun is half done," and that no part of the program should be planned with greater care than the opening exercises. It should not be mere form. I find, when I stand at the door as the pupils enter, I can quiet with a look, a word or a touch, any attempt at disorder, and that by the time the last pupil is seated all will usually be in readiness for work, and, if not, a quiet wait of a moment or two without a word will be all that is necessary. If this is persisted in day after day, much good will come of it. Then a song, suggestive of thankfulness and good cheer, a few well chosen words by a pupil or the teacher will put the pupils into the right

spirit for "speaking a moment with the loving Father," before beginning the duties of the day. After this the exercises should vary. We expect our pastor to give us something new each week; why have not our pupils a right to expect as much of us? We have often enjoyed a Bible story, descriptive of some person, place or event, given by one child, while the others listen and guess the correct answer; a short illustrated talk, or object lesson; an appropriate recitation, reading, or talk by a pupil—for pupils can often understand and come closer to each other in such talks and say more helpful things than the teacher can. This morning "quiet hour," as I like to call it, with our pupils may mean so much to both teacher and pupil if rightly arranged for.

#### MOROEDD O GARIAD.

- 1 Dyma gariad fel y moroedd,  
Tosturiaethau fel y' lli';  
T'wysog bywyd pur yn marw,  
Marw i brynu 'n bywyd ni!  
Pwy all beidio cofio am dano?  
Pwy all beidio cânu 'i glod?  
Dyma gariad nad â 'n anghof  
Tra bo'r nefoedd wen yn bod.
- 2 Ar Galfaria yr ymrwygodd  
Holl ffynonau 'r dyfnder mawr,  
Torodd holl argaeau 'r nefoedd  
Oedd yn gyfain hyd yn awr:  
Gras a chariad megys diluw  
'Yn ymdywallt yma 'nghyd;  
A chyfiawnder pur a heddwch  
Yn cusanu euog fyd. Amen.

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## SUBSCRIPTION RATES.

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THE MONTHLY is mailed the first week of each month. Any subscriber failing to receive a copy by the fifteenth should give notice promptly, and another will be sent. Any person wishing his address changed should send notice not later than the twenty-fifth of the month, and *must give both the old and the new address.*

NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES, BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE

SHAKESPEARE says "Assume a virtue though you have it not," but the boys and girls know whether it is a part of ourselves or whether we are merely wearing it.

\* \* \*

EVERY teacher in Ohio owes a debt of gratitude to all who had to do with bringing to pass the legislation in favor of a minimum salary law and the number is quite large, not counting the legislators themselves.

Now is the time for the ambitious ones to arrogate to themselves all the credit for the bills that were made into laws at the recent session of the Legislature. File your claims, gentlemen!

\* \* \*

BETTER scan the pages of the MONTHLY for July, 1905, just to see how well your county was represented last year at Put-in-Bay. Then the next step is to surpass that record.

\* \* \*

THE next state examination will be held at Sandusky instead of Columbus as before announced. Full particulars concerning this change will be found elsewhere in this issue.

\* \* \*

THE teacher in the country school who finds the school grounds innocent of trees, grass, and flowers has a good opportunity just now to improve conditions and help himself at the same time.

\* \* \*

WE complain, at times, because we must earn our bread by hard work, little thinking how it spices up life to be obliged to do so. Otherwise we should soon become pessimists or hypochondriacs and life would lose its zest and flavor. Happiness does not come from what we buy but from what we do.

\* \* \*

THE young man said if he secured a better position for next

year he would attend summer school in vacation. This is a reversion of the logical order of things. He ought to be willing to invest in himself if he wants others to do so. He certainly doesn't want to be hired to do what is best for himself. The way to get a better position is to get ready for it.

\* \* \*

OF course, we know that we are all right and the wonder is that the other person doesn't see the matter as we do. It must be sheer perversity on his part. Why will people be so obstinate? This is a matter that we decided in the right way long ago, and yet people keep right on discussing it as if we hadn't settled it.

\* \* \*

IN days of yore one of the duties falling to our lot was to move the rail fence over a few feet that the fence-row might be ploughed. If all teachers would do this the schools would be the better for it. Ploughing the pedagogical fence-row means a trip to Put-in-Bay, or San Francisco, or Europe, or possibly it means attending a good summer school. At any rate this fence-row should be ploughed.

\* \* \*

SOMETIMES we attend a lecture with open minds, ready to change our opinions on the subject, and sometimes we attend to have opinions made for us. It is much easier to gain ready-made opinions than

to work through a subject to a logical, rational conclusion.

\* \* \*

THE assignment of the lesson for tomorrow is one of the most important features of the recitation to-day, and this should be done at the very beginning of the period in order that there may be ample time for doing it right. There may be difficulties that should be pointed out, and unless this is done the pupils may spend much time uselessly. The assignment of lessons is a good test of a good teacher.

\* \* \*

LAMB says "A laugh is worth a hundred groans in any market," and yet there are those here and there who seem to think that a laugh betokens weakness, idleness, or downright inanity. Bless their dear somber souls, they will never know the joy of living until they have had a good hearty soulful laugh.

\* \* \*

COMPLACENCY is a frightful malady and has but one remedy, work. To let "well enough alone" is good doctrine, provided we know there is "well enough." If our "well enough" is sluggishness, or dormancy then it ought not to be let alone. Daphne became complacent only when she was transformed into a tree. Moral: Wooden men and women are always complacent.

\* \* \*

WE are led to wonder if there is a single teacher in Ohio whose in-

terests we have slighted in this number of the MONTHLY. In each issue we endeavor to provide something for every teacher, and we are making a special effort in this number to spread a feast that will provide palatable nourishment for every teacher, from the kindergarten to the college president. If any one has been neglected it has been quite unintentional. The articles cover a wide range, and there is not one of them but provides much that is helpfully suggestive.

\* \* \*

THE unanimity of sentiment relative to the final adjustment of the college affairs that engaged the attention of the legislature so long is really beautiful to behold. We are reminded of the countryman who went to visit the city friend and was telling him of the changes going on among the people back home all of whom the city friend knew in his boyhood. In course of time he mentioned the death of a well-known man in the community, whereupon the city man, in surprise, asked, "What, is he dead? What was the complaint?" To which the country friend replied, "No complaint at all; everybody satisfied."

\* \* \*

GENTLE Reader: Did you attend the State Association meeting at Put-in-Bay last year? If not, do you realize that that is a really good meeting? Do you know that, if

you are hoping to advance in the profession of teaching, that that meeting is worth all it costs? Do you think that it is good only for city superintendents? Do you know how these men came to be city superintendents? Certainly, not by staying away from such meetings, thinking they are intended for other people. This meeting belongs to you, is arranged for your profit and pleasure, and you will be the greatest loser if you fail to avail yourself of its privileges. This is the whole case in a nut-shell.

\* \* \*

SENATOR Duvall's name appears on two of the very important measures that became laws, and he certainly may feel honored in fathering two such worthy measures. The one divorces school election from politics, and the other provides a minimum salary of forty dollars a month for teachers. These are two measures that have been in the minds of all progressive teachers of the State for some time, but were put into form through the agency of the Ohio School Improvement Association, of which Supt. S. K. Mardis, of Toronto, is President. All honor to the men through whose work and influence these laws were enacted.

\* \* \*

REPRESENTATIVE SHANKLAND deserves great credit for his untiring work in the legislature to se-

cure the passage of the bill which provides for the printing of the examination questions by the School Commissioner. In the closing hours of the session there was hurry and skurry every minute to rush favorite bills through, but never did Mr. Shaukland relax his vigilance for this bill. It is just what we all want and it would have been a misfortune to have it fail of passage. While not forgetting the work of many others for this bill, we feel that all the teachers of Ohio are under peculiar obligations to Mr. Shankland.

\* \* \*

It is well to pay cash as we go along. It simplifies the whole process and is altogether satisfactory. The boy knows what is due him and ought to have prompt payment. He knows well enough whether praise or punishment is due, and, in either case, is the better for promptness in the settlement of the account. Prompt payment begets a wholesome respect for the paymaster. The boy knows his duty to constituted authority and if he is remiss he knows there is something coming to him which, for his own sake, may not be omitted. He is quick to see when justice is meted out or withheld. The debt should be paid when it is due—and the whole debt, no more, no less.

\* \* \*

ONE of the most righteous measures that was passed by the recent

legislature was that which increases the salary of the State School Commissioner to four thousand dollars. The bill was in jeopardy as the time for adjournment approached but Representative Edgar Ervin and other friends of the bill kept unceasingly at it until it was passed. By this bill the Commissioner is given a salary that tends to dignify the office and make the incumbent feel that the interests of the schools are neither ignored nor belittled. Then, again, we feel certain that this recognition of this office will have a tendency to elevate the work of all teachers to a higher plane and ultimately reward this work with larger salaries.

\* \* \*

DOWN in the country there is a teacher who has been teaching this year for the pittance of thirty dollars a month but next year will receive not less than forty dollars. This means that eighty dollars have been added to the annual salary of this teacher and this addition has come about through the ceaseless efforts of the educational leaders of Ohio. Now, in all fairness, it would seem that this teacher might afford a few dollars out of this addition for a trip to Put-in-Bay just to see and hear some of these leaders by whose efforts these new conditions have been brought about. Out of the 26,000 teachers in Ohio there certainly ought to be at least one thousand present at the meeting of the State Association.

MANUAL training is becoming more and more popular and very soon there will be a loud call for men to supervise the work in this line. These men must, first of all, be teachers well equipped for the usual lines of work with special fitness for manual training instruction. They must know both the science and the art of this work, and to do this they must become students under competent instruction. The young man who devotes the coming vacation to this will have a great advantage over the other young man who fails to do so, and in due time will hear a call for his services. The same may be said of commercial work. Good teachers in both these lines are comparatively scarce.

\* \* \*

WE are pleased to present to our readers a brief summary of the legislation of the past session that affects the schools more or less directly. It will be evident, at a glance, that the trend of all these bills is forward not backward, and upward, not downward. Too much can not be said in praise of the wisdom and clear-sightedness that put these laws upon the statute books, for they will reveal the fact that the schools of Ohio are advancing, that public sentiment looks with favor upon this advance, and that our law-makers are lending the weight of their influence toward the goal which the schools and teachers have in view.

ONE of the most valuable school publications we have seen recently is the report of the Committee of the Cincinnati board of education. This committee was appointed to visit other cities on a tour of inspection. In executing this commission they visited thirteen of the larger cities and forty-six buildings. The report covers in a comprehensive way the entire range of school activities and is, therefore of great value to boards of education, to teachers, and to parents. Primarily this is a report to the board of education but we do not hesitate to predict that it will have a far-reaching influence all over our country in stimulating better school conditions. Every superintendent should see that members of the board receive copies of this report.

\* \* \*

THE educational investigation in Cleveland and the report of the Committee on Elementary Schools have given rise to sundry remarks in professional and other journals. The *Forum* says "The chief fault of the report is its amateurishness and the consequent rashness in drawing conclusions." Again it says "Only trained experts can successfully carry on an examination that will actually establish a case. How much weight would be attached to the findings of a committee composed of teachers regarding the efficiency of a garrison or a hospital." The trouble with all such investigations is that they are

too apt to be "frenzied." We are still convinced that the schools of Cleveland are among the best in the United States.

\* \* \*

It need hardly be said that the editors of an educational journal have exceptional opportunities to know the sentiments of teachers. They are in constant communication with thousands of them and thus come to know their desires almost instinctively. This being true we feel justified in calling attention once more to the matter of having only one book in each subject for the work of the Reading Circle. This is the wish of the teachers and that is a good reason why we should advocate it. The teachers want this plan because it is sensible and simple and will certainly redound to the interest of the Reading Circle. This is what the teachers want and as they are the interested parties their desires should be very carefully considered.

\* \* \*

Good morning! Have you read our advertising pages? They are really very interesting and are well worth reading. They represent the genius of the firms they represent and, hence, may be considered the very best in the repertoire of these firms. We are very careful to take only the best advertising, and we can assure our readers that we fully believe that every statement made in our advertising pages is fully

warranted. In accepting advertising we assume this to be true, and, otherwise, we should reject it. This being the case, we bespeak for our advertisers a careful reading of what they say. Moreover, it is but fair to say that these advertisers make it possible to give our readers more and better service than we could possibly do without their assistance.

\* \* \*

THE MONTHLY is too old to indulge in very much self praise, but "Notes from the Nile," published this month from the pen of Dr. T. C. Mendenhall, one of the greatest scholars of the day, is an article of such rare merit and interest as to warrant some special reference. Very few men have the ability to see with such accuracy, and describe with such charming simplicity as Dr. Mendenhall, and the fact that he has remembered the MONTHLY in this manner is certainly cause for congratulation. For five years, he has been an exile from the land he loves, seeking health, and in a personal letter to the editor, accompanying his article, states that the only reason he has for knowing that the MONTHLY still has an existence is his firm belief in "the survival of the fittest." Now that his European address—Florence, Italy, care of Thomas Cook and Sons—is known, the MONTHLY will visit him each month, and any of his hosts of Ohio friends can communicate with him.



It is earnestly hoped that his health may soon permit his return to Ohio where a most cordial welcome awaits him.

**RECOMMENDATIONS OF THE CINCINNATI SCHOOL BOARD'S COMMITTEE OF INSPECTION.**

Among the recommendations in the report which was made by the Committee of Inspection of the Cincinnati Board of Education are the following: 1. Manual training, commercial and academic courses in high schools for both day and night pupils. 2. High school buildings provided with auditorium, gymnasium, lunch room, lockers, toilet rooms, and bath-rooms if properly supervised. 3. Ample play-grounds for all elementary schools and well-lighted play-rooms in basement. 4. Janitor service should be graded and placed on merit system under direction of mechanical engineer who should have power of removal. Mechanical engineer and principal to have power of appointment. 5. Adjustable seats and desks for all schools. 6. Medical inspection under direction of Board of Health. 7. The extension of kindergarten instruction to all districts where fifty or more pupils five years of age can be registered. 8. More extensive use of stereopticons and pictures for visual instruction. 9. Provision for special instruction for truants, incorrigibles, and pupils who are behind others of same age. 10.

The use of buildings for vacation schools under direction of Board of Education.

**SCHOOL LEGISLATION.**

We are under obligations to Mr. J. H. Snyder, the most efficient chief clerk in the office of State Commissioner of Common Schools, for the following facts relative to recent school legislation. The Department is compiling the recently amended or enacted laws as rapidly as they can be secured from those who have them in charge:

SENATE BILL No. 60, providing that the names of candidates for the board of education shall appear on separate tickets, in alphabetical order, and without party emblem, passed both branches, and became a law.

SENATE BILL No 103, providing for a minimum salary for teachers, \$40.00 per month for eight months, and for state aid to the districts which, after making the maximum levy, have not sufficient funds to pay the amount, is now a law.

HOUSE BILL No. 418, was passed by both branches. It provides that boards of education may contract with private schools for schooling the children residing in the district under control of the board.

HOUSE BILL No. 295, provides that by a vote of the electors in any district the board of education is authorized to make a levy, in addition to the maximum local levy of 12 mills, of not more than 5 mills for any number of consecutive years not to exceed five.

HOUSE BILL No. 212, amends the

present laws relating to the pensioning of teachers. It limits the appropriations of boards for pension funds to not less than 1 per cent nor more than 2 per cent of the gross receipts from taxation. It also prohibits boards of education from using the principal of any moneys received from donations, legacies, gifts, bequests, or other sources.

HOUSE BILL No 134, authorizes boards of education in cities and trustees in graded schools to maintain day schools for the deaf.

HOUSE BILL No. 470 authorizes the establishment of township libraries.

HOUSE BILL No. 347 amends section 3934 making it optional with boards of education in special school districts whether or not they will transport to school pupils living in the district at a distance of  $1\frac{1}{2}$  miles or more from the school house.

HOUSE BILL No 86 provides that incorporated villages shall become village school districts only when said villages have a tax duplicate of \$100,000 or more.

SENATE BILL No. 36 fixes the term of the commissioner of schools at two years.

SENATE BILL No. 22 abolishes the right of boards of review to fix the school levy in city districts.

HOUSE BILL No. 135 saves to the school fund the 1 per cent of said fund formerly allowed county auditors.

HOUSE BILL No. 317 providing for salaries to state officials, makes the salary of the state commissioner of common schools \$4,000.

HOUSE BILL No. 306 provides that the examination questions for county examinations shall be printed by the state and sent out

under seal, the same to be broken at the time of the examination in the presence of a majority of the board and the applicants.

The provisions of each of these new laws are self-explanatory and comment is, therefore, unnecessary. We can not refrain, however, from making a few congratulatory remarks relative to the increase in the salary of the State Commissioner to \$4,000.00. After so many years of waiting and working for this increase, the Legislature has at last recognized the value and importance of this Department in a financial manner. The attempt by the Senate Finance Committee to reduce the salary from \$4,000.00 as provided in the House Bill, to \$3,000.00, was defeated largely through the efforts of Chief Clerk Snyder, who is ever watchful of the interests of the Department and the schools. Commissioner Jones, whose unfortunate accident compelled him to remain at his home during the closing days of the session, is the recipient of many messages of sympathy on account of his affliction and also of congratulation upon his success in the Legislature. The Commissioner and his assistants are giving the State a vigorous administration and the increase in salary is only one of many indications of the recognition which their efforts are receiving. Before this reaches our readers, we have every reason to hope that Commissioner Jones will have recovered

sufficiently from his accident to enable him to take up his active work again, and his sincere efforts to do all he can in every way for the cause of education in Ohio are certain to continue to be crowned with success.

in Zanesville before these teachers were born. . To put it in another way Supt. Lash is the grandfather, educationally, of scores of the little folks in Zanesville at this time, and yet he is one of the youngest and most vigorous grandfathers to be



W. D. LASH.

**SUPERINTENDENT W. D. LASH.**

The pen trembles just a little in recording the fact that any man has been connected with the schools of one city for thirty-four years. There are hundreds of teachers in Ohio, if not thousands, who are not thirty-four years old, and that is another way of saying that Supt. Lash began his educational career

found anywhere. No man can remain for this length of time in connection with the schools of any city who does not possess many sterling qualities, qualities that will stand wear and strain. Hence, it is inevitable that we pronounce, at once, in favor of Supt. Lash's integrity, his fidelity to right standards, his progressive spirit, his ability

to keep pace with a rapidly growing city and expanding educational developments. It has been said that Supt. Lash is conservative. True enough. He always looks before he leaps, but the fact to be noted is that he doesn't fail to leap. He takes time to find out what is right, and then he is not bothered with tacking on amendments, nor humiliated by repeals. At this moment he has the absolute confidence of the Board of Education and the people and his word with all these is as good as his affidavit.

His successful career began on the farm where he learned to work, a prime requisite for success in school affairs. Later on he was compelled to work more in order to meet the expenses incident to a college course. So that work is the law of life with him as with every successful man, in whatsoever business he may be engaged. Supt. Lash graduated from Ohio University in June 1871, and the next year taught at Jackson, as principal of the high school, and later in the year, as superintendent. Then he was called to Zanesville, working three years as assistant principal, three years as principal of the high school, and then in 1878 he was elected superintendent. "And the end is not yet." In 1883 a new high school building was erected but this building is now inadequate and contracts are let for a new one which will be

ready in September of next year. This new building will contain thirty rooms exclusive of assembly room and a large auditorium. With eminent propriety Supt. Lash might say of all these advances "*quaeque ipse vidi, et quorum pars magna fui*" but his innate modesty, which is at once his strength and his charm would interdict even the thought, much less the words. Upon the altar so solid, so ornate, so symmetrical, which Supt. Lash has erected by his thirty-four years of incessant work we lay our tribute of respect and feel honored in so doing.

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#### TWO TYPES OF SCHOOLS.

The following excerpt from the report of the Cincinnati Committee of Inspection speaks volumes without notes or comment from any other source:

The Committee was impressed with the importance of the principal as a determining factor in the character of a school. Where the principal is progressive, tactful, energetic, and buoyant of spirit, the school is a model; where the principal is otherwise, the school seems to reflect his personality.

In one beautiful, new, and well equipped school, there was much marching to and fro, and after pupils reached their rooms, books had to be borrowed, absence inquired about, and old differences settled, so that it was ten minutes at least before the lesson proper was taken

up, and then everyone seemed in a bad humor. The principal told us not to go into this room, for "she is no good," and not into that one, for "she is a back number," and not into the other, for "that class is a poor one," etc. He did not appear to feel responsible in any way for these things. He was short and irritable in dealing with teachers, and still more so with pupils. In going into a room he interrupted the work at once with, "What are you doing? History? What do you know about history? You don't know anything about Washington, do you? Go to the board and diagram his campaigns. I thought you couldn't," etc. Teachers wore a languid, don't care expression; their attitude toward pupils was unsympathetic, their lessons seemed to lack aim. The pupils seemed indifferent, slightly disrespectful or subdued, careless in their work, and decidedly unresponsive. In the arithmetic all had finished the first problem, but no two had the same answer. An oral problem was given by the principal with the same result. Teachers were not frank about their work, but conveyed the impression that their classes were doing what, upon cursory inspection, they were not. Occasionally a sympathetic and inspiring teacher was found, but as a rule nagging and espionage seemed to characterize the discipline.

In another school the opposite of

all this was seen. We listened to the music, and heard the pupils sing at sight selections composed or arranged by the principal himself. We concluded that music was his hobby, but just then the program called for grammar. The recitation was promptly started by the pupils, and the teacher and principal took part as if the two had prepared the lesson together. Every pupil was on the alert and could not be confused. We heard classes in history, arithmetic, composition, art reading and physical training, in each of which we noted the pupils' eagerness to tell or do, the teachers' definite purpose in everything they were doing, and the thorough understanding of the principal of what was going on, and his dexterity in making himself an unobtrusive part of it. Pupils were questioned by us in many grades. Many pupils had skipped a grade, but all seemed prepared. Mental alertness and earnestness characterized all the work, and good will and considerateness characterized the behavior. The principal and teachers seemed remarkably quiet and undemonstrative, but on close observation we noticed a little touch here, or responsive glance there, a bare suggestion of appreciation hardly noticed by any but the one addressed, a freedom from either effusiveness or nagging, a definiteness of purpose on the part of teachers in everything done, an alacrity of response on

the part of pupils, and an absolutely good understanding and mutual respect on the part of everybody. This impressed us the more, the longer we stayed, and made us feel that the old ramshackle building was a hallowed place, and the teachers were inspired. And they were. As is the teacher, so is the school; as the principal is, so are the teachers. When we left we uttered no word of commendation. Work that is a little better than ordinary we praise; before a masterpiece, we are silent.

This principal was given large liberty. He was a student, and had made a special study of all parts of the course of study. He was a teacher, and practiced the art every day. He was a gentleman.

Of the first principal, it may be said that he developed under a rigid administrative system of penalties and rules, and his nature responded to it in kind. The natural outcome was a martinet.

#### A REMARKABLE COMPOSITION.

A few weeks ago Supt. E. D. Lyon, of Madisonville, in his visits to the schools under his charge, gave out subjects for compositions. These compositions were to be impromptu, although there had been more or less reading on the various subjects previously. Three subjects were assigned in an eighth grade, and they were about beginning the writing when Fannie Woodard came to him quietly and asked per-

mission to write hers in blank verse. Permission was given and at the end of the allotted time her composition was submitted with the others. We give this production just as it was written because it is certainly very remarkable for a fourteen-year-old girl to do such a piece of work:

#### THE AWAKENING OF BRUNHILDE.

The hero, who was unfamiliar, quite,  
With any mode of cowardice or fear,  
Stood with his hand entangled in the mane  
Of Greyfell, that most tried and trusty steed;  
And gazing eastward, saw the castle there  
In silhouette against the morning sky.  
For Phœbus, waking from his slumbers deep,  
Began to drive his steeds across the blue.

Then, with a shout of triumph and of pride.  
Did Siegfried, the brave warrior, gallop forth  
On Greyfell. As they then approached the moat,  
The fierce flames, which, but a short while ago  
Had glowed so fiercely, now sank down instead  
To let the brave one through the castle gate.

And what a sight was there the eyes to greet!  
Birds, dogs, and horses, nay, their masters, too,  
All sound asleep. And then on through the house  
Passed Siegfried. Here a page and maid of honor,

There a lord about to kiss a lady's  
hand; and here  
A servant with a dish from which he  
had.  
Long years ago, the contents sweet  
upset;  
All sound asleep. But soon, away from  
these,  
Came Siegfried to the couch whereon  
the queen,  
The maiden queen of Isenstein, reposed.

He gazed with wonder at the maiden  
there.  
Her blue-black hair, soft 'scaping from  
the pearls  
Which, with a selfish grasp held it  
confined,  
Streamed o'er the coverlet which  
moulded there  
Itself in wonder to the perfect limbs.

Long Siegfried gazed at the beauty  
rare.  
Then, with a quick impulse, he knelt  
a-down  
And on the perfect forehead pressed a  
kiss.

The maiden opened both her lustrous  
eyes,  
A soft sigh breathed—and then the cas-  
tle woke.

FAN WOODWARD,

Eighth Grade, Madisonville, O.  
March 30, '06.

#### EDUCATIONAL NEWS.

—Supt. E. C. Hedrick, of Clarks-  
burg, will have six graduates May  
22. President Herbert Welch, of  
Delaware, will deliver the address.  
This is a township high school and  
has recently been advanced from  
third to second grade. The schools  
of the township have been thor-

oughly organized with three years  
work in the high school and nine  
below. The high school has nine  
months and the districts eight and  
a half.

—Supt. F. S. Coultrap will grad-  
uate 15 girls and 10 boys May 18.  
He is looking forward to next year  
when the new \$60,000 building will  
be ready for occupancy. The en-  
tire second floor will be devoted to  
the high school, which, by the way,  
Supt. Coultrap has increased three  
hundred per cent.

—Prin. O. S. Nelson, of the  
Wayne township, Fayette county,  
high school graduated a class of  
eight at Good Hope April 25th.

—Miami University has furn-  
ished 30 college presidents, 76 col-  
lege professors, and 168 other  
teachers, besides one President, 6  
governors, 3 cabinet officers, 7 sen-  
ators, and 23 congressmen.

—The boy in describing his  
work in school incidentally men-  
tioned Cæsar's message *veni, vidi,  
vici*. Whereupon the father called  
Cæsar a fool, saying that he could  
have sent ten words for the same  
money.

—Supt. L. J. Landenhall, of the  
"Horse School," Xenia, addressed  
the teachers of Clinton county April  
1, on the subject of Literature.

—Supt. J. A. Greulach, of Con-  
voy, will graduate a class of three  
May 14th. The class address will  
be given by I. M. Cochran.

DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
JAN 18 1957  
LIBRARY

— Prin. R. D. Crout, of the Columbus Grove high school, has made a good record this year and has shown himself master of the situation.

— Hugo J. Anthony, who has served as principal of the St. Henry schools for four years with great fidelity and satisfaction to all, has already been elected for three years, beginning with September, 1906, as superintendent of the Minster schools, the salary for the term being \$4,000.00. This is a very marked recognition of genuine ability and real success, and the board of education at Minster are to be congratulated on the wisdom of their choice.

— Mercer county teachers held a meeting at Celina, April 14. Supt. W. T. Trump, of South Charleston, made two excellent addresses and received a most cordial greeting from his friends in this county, among whom he labored for two years. He is one of the growing young men in the profession and is in demand for work at associations. In the afternoon, O. T. Corson talked to the teachers. The report of J. F. Frick, Secretary of the Reading Circles, indicated much aggressive work on his part and the hearty co-operation of the teachers and superintendents of the county. The enrollment for the year is 157, the number of teachers' certificates issued, 77, and teachers' diplomas, 23. Pupils' certificates required,

1,536, diplomas, 134. W. H. Bair, the efficient president of the association, has completed his twentieth year of reading in the course.

— Supt. J. R. Clark, of the Mad River, Clark county, township schools, graduated a class of nine May 1. President C. G. Heckert, of Wittenberg, preached the baccalaureate sermon at Enon, April 29.

— Prin. Lee Leahy, of the Blanchester high school, has been re-elected and his salary increased to \$80 per month.

— Prin. F. P. Wheeler, of Marietta, has been living over again the joys of his boyhood from reading of the game of "bull-pen" in the April MONTHLY. He knows a thing or two about the games of yore.

— Among the noted speakers at San Francisco will be Commissioner Harris, Sir Oliver Lodge, Dr. M. G. Brumbaugh, Supt. E. G. Cooley, Dr. Nicholas Murray Butler, Luther Burbank, Bishop Conaty, Dr. W. O. Thompson, Prof. John Adams, of the University of London Training College, President Benjamin Ide Wheeler and Supt. F. Louis Soldan.

— Miss Ella Ambuhl reports on the Greene county meeting as follows:

A very interesting bi-monthly meeting of the Greene County Teachers' Association was held in the Auditorium of the McKinley school building, Xenia, April 14.



Two very interesting and highly appreciated numbers were addresses by Miss Letitia Dillencourt, one of the efficient teachers of the Xenia public schools, and by Mr. R. W. Buck, the successful teacher of science in the Xenia high school. Both addresses were illustrated with stereopticon views and were listened to with much interest. Miss Dillencourt spent the summer of 1905 abroad, and her address, "Glimpses Beyond the Sea," treated of her own experiences and observations. Mr. Buck's address was "High School Science Under the Lime Light." It was a scholarly address, showing that the speaker was thoroughly acquainted with his subject.

— Supt. I. C. Guinther will have a class of 41. The exercises will occupy two evenings. The first will be devoted to a mock General Assembly and a full quota of laws will be enacted. On the second, there will be a mixed program in which music will be conspicuous. The high school orchestra will be prominent.

— The Board of Control of the Reading Circle will meet at Columbus, May 10-12 to adopt books for the year. Three days will be devoted to it this year and we hope they will adopt not more than one book each day.

— The Parkersburg board of education will install three manual training schools at the beginning of next year. Progress is the law of

life at the other end of the big bridge.

— The *Review of Reviews* recently contracted for ten thousand sets of Dr. H. W. Elson's History of the United States. The Macmillan Co. now publish this in five superb volumes. Ohio University comes in for a share in this honor.

— The Ohio Organization Committee of the N. E. A. is composed of Prin. Wells L. Griswold, Youngstown, Supt. J. A. Shawan, Columbus, Supt. J. M. H. Frederick, Lakewood, Supt. Wm. McK. Vance, Miamisburg, and Prin. O. P. Voorhees, Cincinnati.

— The Drawing Teachers of South-western Ohio met at Dayton, March 31st. There was a good attendance with great interest manifested in the program. Miss Petticrew of Piqua was elected President to succeed Miss Alice Robinson of Oxford, Ohio, under whose successful leadership the meetings have been conducted the past year.

— A public reception was given at the Oxford schools, April 28th. The school work of the pupils in all the grades was on exhibition as well as the work of the Manual Training Department under Prof. Davis of Miami University, and Art work under Mrs Margaret Angell.

— Lee A. Dollinger of the Sidney high school spent his week of

vacation in Asheville, N. C., where Mrs. Dollinger is staying hoping to regain her health. While there he drove over Biltmore in company with R. W. Mitchell, formerly superintendent of the Defiance schools, who is now principal of one of the schools in that city.

— Supt. L. C. Dick of West Jefferson will graduate five boys and seven girls, May 22. This is the largest class in the history of the schools. Dr. S. D. Fess of Chicago University will deliver the class address.

— One examination paper read as follows: "The Ancient Mariner tells of the great fish which they caught and killed, the amertrose."

— Supt. J. W. Swartz of Parkersburg gears the machinery up a notch every little while. At a recent meeting of the board of education the teachers were re-elected without having made application, *mirabile dictu*, and for an indefinite period. Their tenure of office depends upon their ability and willingness to do the work. By and by, we shall hear no more of the word "hiring" in connection with teachers. Let us all take cognizance of Parkersburg and help make the work obsolete in pedagogical parlance.

— In a new book published by Houghton, Mifflin & Co, Boston, entitled "A Short History of England's and America's Literature" by Eva March Tappan, we find

these eloquent statements: 1. "That the prime object of studying literature is to develop the ability to enjoy it. 2. That in every work of literary merit there is something to enjoy. 3. That it is less important to know the list of an author's works than to feel the impulse to read one of them. 4. That it is better to know a few authors well than to learn the names of many.

— When the educational journals announce that some man has been elected to a lucrative position the irreverent sinner construes it to mean that he has finally landed a job.

— Supt. T. Franklin Johnson of Iberia has resigned his position to take work in the book business at a larger salary.

— The Commencement of the Ohio State Normal College at Oxford will be held June 11th. The Hon. F. A. Cotton, State Superintendent of Instruction of Indiana will deliver the annual address.

— The Dramatic Club of Miami University successfully presented two modern comedies under the direction of Prof. L. Gates of the department of Oratory, April 6th.

— Supt. O. M. Soule of Franklin, in a recent issue of a local paper, makes a strong plea for greater simplicity in commencement appointments. This he does in the interests of pupils of limited means

and his contention is altogether right and sensible.

— Miss Irma Fenton, a recent graduate of Normal College at Miami University, who is now teaching in Troy, spent her April vacation in Oxford.

— Miss Ella McSureley, ass't librarian, Miami University, will spend the summer in Europe, traveling with a party of friends.

— The prospects for a large attendance at the various summer schools is most encouraging, and it is fair to predict that more Ohio teachers will pursue studies the coming vacation than ever before.

— Miss Katherine Weber is making a fine record as teacher in the Mt. Sterling high school. This is her first year in that school and she gives complete satisfaction.

— C. M. Neff has resigned his position in the Mt. Sterling schools to accept a lucrative position in the office of a building and loan company. His successor is C. S. Dennis.

— Prof. C. B. Austin has been appointed dean of the Ohio Wesleyan summer school at Delaware which will open June 25 and continue six weeks. Prof. Grove will spend the summer in Europe.

— Elyria is confronted with the problem of providing room for the children. There is to be a large influx of men to work in the fac-

tories and there is but one vacant school room. Supt. Comings has his "thinking cap" on straight.

— Supt. Van Cleve and Prin. Maurer of Steubenville hope to hold commencement in the auditorium of their new high school building and, if so, there will be joy.

— The next State examination will be held in Sandusky, June 20, 21, 22. The time and place are the important features of this notice.

— The office force of Commissioner Jones displayed excellent taste in their preparation of the Arbor Day manual and the teachers of the State will no doubt appreciate their work.

— The Oxford public schools will hold their commencement June 1st in the chapel of Miami University.

— Mr. W. H. Altamer, a recent graduate of Miami University, now teaching in the Middletown high school read a paper containing some interesting and useful historical information entitled, "Some Early History" at the Butler Co. Teachers' Association in April.

— The Conference for Education in the South will meet at Lexington, Ky., May 2d. This conference is composed of leading men in the Southern States interested in the development of the neglected white and colored people in that section. Mr. Robt. Ogden of New

York, President, has for a number taken with him on a special train a large company of distinguished men as his guests.

— Supt. T. F. Leonard of Mt. Sterling will have six graduates this year and commencement will be held June 6th.

— Supt. H. R. McVay and Prin. Ira Painter of Sidney, are preparing thirty-seven young people for the ordeal of graduation, June 1.

— There are sixty-five in the senior class of the Springfield high school the most of whom will graduate. In all the high schools of Clark county there are 114 seniors.

— The board of education of Perry township, Stark Co., will soon begin the erection of a building at Vinedale. It will be built of cement blocks and will cost \$4,000.

— There will be a large meeting of teachers at the University of Cincinnati May 5th, which will be attended by the teachers of the city and adjacent towns. Dr. Harris Hancock will give the principal address.

— The teachers of Madison Co. had a good meeting at Mt. Sterling April 14, and Supt. Leonard had everything in readiness. Local talent furnished unusually good music. Prof. J. Russell Taylor, of Ohio State University, gave a masterly address on Comedy as illus-

trated by "As You Like It." His address was profound, clear, suggestive and stimulating. F. B. Pearson spoke also.

— The question of centralization is meeting with much favor among the citizens of Moorefield township, Clark Co., and Supt. S. H. Neer is showing the way.

— Prof. W. D. MacClintock, of Chicago, gave the evening lecture at the Findlay meeting, taking for his subject, "Literature in the Grades." It was one of the best lectures on the subject of literature ever given in Ohio.

— Prin. W. J. Dum, of Crawfis Institute, graduated a class of nine with a very attractive program April 19th. Prof. A. B. Graham, of Ohio State University, gave the address.

— Supt. Jas. T. Begg, of Columbus Grove, continues to do things. He will graduate a class of fifteen; he addressed the teachers of Wood Co. April 28; he will be one of the instructors in the Allen Co. Institute, and continues to be a help in all Putnam Co. affairs.

— Supt. N. D. O. Wilson, of Bowling Green, every teacher in the corps, and the truant officer all attended the Findlay meeting—making it unanimous.

— A progressive teacher says: "I have read and re-read Dr. Thompson's article in your April number, and that article alone is

worth a year's subscription to the MONTHLY."

— There are said to be seventy-two book men at work in Ohio now and more to follow. The era of prosperity has come for hotels and livery barns.

— The embarrassed young man made inquiry at the book-store to know if they had Dickens' "Sale of Two Cities."

— A joint meeting of Muskingum and Morgan counties was held at Zanesville, April 14, with a program that was excellent. The speakers were Supt. Samuel McArter, Fultonham; Supt. J. B. Conrad, Malta; Supt. C. L. Martzloff, New Lexington; Supt. E. H. Brown, Stockport; Supt. J. M. Richardson, McConnellsville; Prof. J. A. Bownocker, Ohio State University. Supt. J. S. McGinnis was president, and Miss Nora Buchanan secretary.

— Supt. H. S. Piatt, of Coshoc-ton, is sitting up nights arranging for the introduction of manual training in the seventh and eighth grades to give it a trial.

— Dean H. C. Minnich, of Oxford, delivered an address before the Logan Co. Teachers' Association, Saturday, April 14th.

— Prof. Hoke, of Miami University, expects to spend the coming year in traveling through Southern Europe, in connection with his work in Natural History.

— The Superintendents' Round Table at the meeting held in Dayton, March 31st, voted to accept the invitation to meet at the Ohio State Normal College at Oxford next spring.

— Miami University has secured the use of Oxford College Dormitories during the summer term as all the rooms had been engaged at Hepburn Hall, the new hall of residence for ladies.

— The principal speakers at the Findlay meeting were Supt. H. B. Williams, Dr. Chas. Hauptert, Supt. R. J. Kiefer, Supt. N. E. Hutchinson, Supt. Ed. A. Evans, Supt. N. D. O. Wilson, Miss Lillie Faris, Supt. T. W. Shimp, Supt. John Davidson, and Prin. A. B. Smith.

— The late amendments to the school code requires the names of all candidates for member of Board of Education, however nominated, to be placed on ballot without any designation, whatever, except "For Board of Education." The whole number of ballots to be printed for each school district is to be divided by the number of candidates, and the quotient so obtained is the number of ballots to be printed in series of ballots. The names are then alphabetically arranged and the first series printed. Then the first name is placed last and the same number printed, and so on until each name has stood first on list. These ballots are then arranged in tablets with no two bal-

lots with same order of names consecutive. The vote is indicated by placing a cross at the left of the name of the person for whom the vote is cast. The one having the highest number of votes is elected, and the second highest and so on, until the required number has been elected. This law will do much to place the schools on a true educational basis. The Australian ballot put school elections under political party domination. This will remove a great hinderance to effective school work.

— C. T. McCoy, of the American Book Co., has our thanks for a copy of his booklet entitled, "A Trip to the Southland." Last autumn he went south for his vacation and wrote a series of letters for the Lancaster *Eagle*, and these now appear in book form. His descriptions are most interesting, for he has a facile pen and we are sure that all who receive a copy will prize it highly.

— The new officers elected at the Findlay meeting are: President, Supt. J. W. Zeller; Secretary, Supt. E. A. Hotchkiss; Ex. Com., Supt. N. E. Hutchinson, Supt. C. B. Stoner, Supt. P. C. Zemer.

— Prin. J. W. Pogue, of the Celina high school, has been re-elected and salary increased from \$85 per month to \$100.

— L. C. Kline, of the Newark high school, has been elected to a

position in Central High School, Toledo, and entered upon his new work.

— The attendance at the Findlay meeting April 6-7, exceeded 500. The next meeting will be held at Kenton, April 5-6, 1907.

— Supt. W. M. Bradshaw, of Sunbury, has been re-elected for three years at \$125 per month. The high school has been advanced from second to first grade, and all is well at Sunbury.

— E. B. McFadden, teacher of commercial branches in South High School, Columbus, has been appointed assistant to the new clerk of the Board of Education.

— Supt. S. Wilkin, of Celina, has been re-elected for a term of two years, and his salary increased to \$1,300.

— Prof. G. B. Viles, of Ohio State University, has started a movement looking toward the study and extension of the new language Esperanto.

— J. A. Williams has resigned as clerk of the Columbus board of education and his assistant, H. P. Judd, has been promoted to the vacancy at \$2,000 salary.

— A barber sign in a West Virginia town reads as follows: "Phrenological delectable hair-cutting done here." English must be well taught by our friends across the river.

—Supt. J. N. Pinkerman, of Jelloway, will graduate four girls and one boy May 18. This is his fourth class of this size—each having one boy and four girls.

—Teachers who have not done so should examine the American Book Co. calendar just to note what a wealth of valuable information it contains.

—“The Bible Beautiful,” published by L. C. Page & Co., 200 Summer St., Boston, is one of the most attractive art books we have seen.

—An edition of 10,000 copies of the Ohio University catalogue recently came from the press and is now being distributed.

—The edition of Shakespeare, edited by William J. Rolfe and published by the American Book Co., has been completed and will form a valuable addition to any library, whether public or private.

—Miss Wilhelmina Deissle who went from Logan to the Canton high school has demonstrated her ability to fill with complete satisfaction the position to which she was elected.

—Ralph W. Buck, teacher of science in the Xenia high school, has lately exhibited his mechanical genius in transforming an old stereopticon into one that has microscopic and reflectoscopic attachments and all at comparatively small cost.

—Supt. E. M. Van Cleve, of Steubenville, is preparing a program for the evening of relaxation at Put-in-Bay that will furnish relaxation in full measure.

—Dr. Alston Ellis gave a lecture in the regular course at Spring Valley April 6th to a large audience.

—Supt. W. W. Borden, of Fredericktown, and Supt. H. C. Fickel, of Centerville, have both been re-elected for a term of two years. Boards of education up in Knox county believe in holding fast to a good man.

—Supt. R. E. Tope of Oak Hill has seen many changes for the better in his six years in his present position. He has seen a high school organized and expand through all the gradations up to first grade. He has seen the old building supplanted by a new one that is thoroughly up to date. He has seen a library collected, apparatus accumulate, and best of all, a fine school sentiment created, himself having much to do in the creation.

—Supt. S. K. Mardis of Toronto deserve a large bouquet from every teacher in Ohio for his persistent and rational efforts in favor of school legislation. Elsewhere we have noted what bills he advocated especially—but no one but himself will ever know just how much time he devoted to the interests of the school and teachers of Ohio.

Senator Duvall and Supt. Mardis worked shoulder to shoulder and won a great victory.

— A. B. Heath, for several years superintendent at Eldorado, is this year a student in Earlham College, Richmond, Ind., preparing for that larger career which surely awaits him. He is the sort of man that the schools will be eager to get when his college course is completed.

— Supt. S. H. Maharry of Shelby has been re-elected for a term of four years at a salary of \$1,500. Behind this action of the Board of Education must lie the conviction that Supt. Maharry is the man for the place.

— A fine new grade building is soon to be added to the Mt. Vernon equipment and a bond issue has already been provided for to meet the expense.

— Supt. H. E. Denig and Prin. H. H. Reigley will graduate six girls, May 3. Dean H. C. Minnich will present the diplomas.

— Prof. Nelson Sauvain of the University of Wooster has been elected superintendent of schools at Dell Rapids, S. D., at a salary of \$1,200. We are sorry to lose him from Ohio for he is an excellent teacher and a high grade gentleman.

— Supt. J. G. Leland of Mt. Vernon receives a salary plus a "parsonage." By recent action of the

Board this "parsonage" is to undergo extensive repairs in vacation and Supt. Leland will be forced to rock the baby "in the shade of the old apple tree."

— A delegation from the Newark board of education made an inspection of the Mansfield school buildings April 6 under the guidance of Supt. C. L. Van Cleve.

— Supt. H. M. Lowe of Nevada reports a recent musical entertainment, under the direction of Prof. T. R. Neilson, which netted a neat sum for the schools.

— The sympathy of all our readers will go out to Prin. G. L. Ely of the North High School, Middletown, who is bowed down with grief by reason of the death of her who became his bride only last August.

— Supt. Edward Brantner and the teachers of the Selma special district are rejoicing in the occupancy of their elegant \$15,000 building. The formal dedicatory exercises were held April 4. Centralization is popular now in that community. Of 185 enumerated there are 147 in attendance. Four girls and one boy will graduate May 11. This fine building and the school have placed Selma on the map in capitals.

— Supt. S. K. Mardis of Toronto has published a new **manual** for the schools which is worthy of careful perusal. One of the unique



features is the publication of several sections of school law with which everybody should be acquainted.

— President James of the University of Illinois announces the appointment as head of the department of Modern Languages in that institution the distinguished Germanic scholar, Dr. Gustaf E. Karsten. In addition to his work in this position Dr. Karsten will continue as editor of the Journal of Philology which will be published hereafter at Urbana, Ill.

— Prof. C. M. Parker has been giving lecture recitals in various places in Ohio the past winter and has scored a success in every place. The *Wooster Republican* says: "The lecture-recital by Prof. C. M. Parker was something entirely new and was greatly enjoyed. It was a finished and polished literary effort delivered with grace and fluency, instructive and highly entertaining."

— The North Central Association adopted the following rules governing athletics: Any person representing a school in any athletic contest whatever with any other school of this Association must (1) be a *bona fide* student of the school which he represents; (2) he must have been a student at least one year before such contest; (3) he must be carrying full work; (4) he must be maintaining a passing standard in scholarship in the

said work; (5) in the secondary school he must not be more than twenty (20) years of age; (6) he must not have played more than four years in the secondary school contests; (7) he must be an amateur sportsman; he must never have acted as an instructor in athletics; (8) no graduate of a secondary school shall be eligible to play in any interscholastic contest between secondary schools.

— The fond mother told her neighbor that her son is a member of the refreshment class in college and that they intend to make a civilized engineer of him.

— Prof. W. W. Boyd, Supt. E. M. Van Cleve of Steubenville, and Supt. R. P. Clarke of Ashtabula are still smiling over the success of their excursion to Washington, D. C., with nearly 150 teachers during vacation week.

— Supt. J. P. Sharkey of Van Wert reports a graduating class of thirty-five for June 5, the date of commencement. Of this number there are nineteen boys, a pretty fair per cent.

— D. Appleton & Co., New York, have published a new book entitled, "The Mind and its Education" in whose green pastures our pedagogical friends will revel.

— Teachers' Institutes! Don't you wish an interesting lecture? Here are some subjects, each fully illustrated with the stereopticon:

Greek Pottery, Sculpture, Architecture; The Yellowstone Park. For particulars write W. J. Seelye, Wooster, Ohio.

—"American Hero Stories" by Eva March Tappan and published by Houghton, Mifflin & Co., Boston, is just the book for boys whose teachers and parents want something that will lead them pleasantly into the green vales of history.

—Miss Adda L. Hannan has done a good year's work in the high school at Elmore—and that because she has untiring industry and always does her work in accordance with well-matured plans.

—Charles Scribner's Sons, New York, have published "The Philippine Experiences of an American Teacher" by William B. Freer who spent three years in the islands and gives us a frank, impartial record of his experiences.

—Miss Bertha Swope, supervisor of physical training at Parkersburg, will next year take advanced work at the School of Physical Culture at New Haven, Conn.

—"Dynamic Factors in Education" is the title of a new book by Prof. M. V. O'Shea of the University of Wisconsin and published by the Macmillan Company.

—There is something new under the sun after all. The MacMillan Company have just published a set of books which will set the school people a-thinking. These books

are styled Language-Readers and, as the name implies, are designed to teach the reading and the language at the same time and from the same book.

—Miss Juliette Sessions, head of the department of history in East High School, Columbus, spent vacation week in Washington, D. C., visiting friends, and incidentally, witnessing the process of making history in connection with the making of laws.

—Miss Effie Millar has been appointed principal of the Spring Street School, Columbus, to succeed Miss Effie Burkline, resigned.

—Supt. S. A. Gillett of Bridgeport has issued his revised course of study for the high school together with a roster of the teachers. The high school course of four years is solid from first to last—just good straight hard work.

—Supt. J. W. Swartz of Parkersburg is on the program for the West Virginia State meeting in June, and will read a paper on "How to Secure Teachers for City Schools and their Proper Training."

—Supt. C. C. Kohl of Mechanicsburg will attend an Eastern college next year in order to fit himself for a broader sphere of activity. He is one of the most promising young men in Ohio and success awaits him in school work if he resumes it after completing his college course.

—The following schools are on the accredited list of the North Central Association: Akron, Ashtabula, Bellefontaine, Bowling Green, Canton. Cincinnati: Hughes Walnut Hills, Woodward. Cleveland: Central, East, Glenville, Lincoln, South, West. Columbus: Central, East, North, South. Delaware, East Cleveland, East Liverpool. Elyria, Fostoria, Gallipolis, Greenville, Hamilton, Lakewood, Lima, Mansfield, Marietta, Marion, Middletown, Mount Vernon, Oberlin Academy, Newark, New Philadelphia, Painesville, Piqua, Portsmouth, Salem, Sandusky, Steubenville, Toledo, Troy, Van Wert, Warren, Washington C. H., Xenia, Youngstown.

—Prin. H. E. Beatly, of Urbana, will discontinue school work at the close of this year to take a more lucrative position in the railway mail service. The schools of Urbana will feel the loss, for he is an excellent teacher.

—Prin. W. M. Townsend, of Central High, Columbus, was elected Vice President of the North Central Association at the Chicago meeting, March 24.

—Miss Effie McKinney, of Greenville, will probably teach in her home town, Mechanicsburg, next year, as the board of education have tendered her the principalship of the high school at an attractive salary. She is one of the very best in Ohio, and Mechanics-

burg will be fortunate to secure her services.

—Prof. J. V. Denney declined re-election as Secretary of the North Central Association of Colleges and Secondary Schools at the annual meeting at Chicago, March 23, 24, and, instead, was elected to membership on the executive committee.

—C. G. Olney, formerly in the Akron high school, is now connected with the department of English in the high school at Toledo.

—The *Journal*, of Jamestown, in the issue of March 30 contains a two-column article on the progress and efficiency of the schools. Supt. Geo. H. Eckerle and all the teachers come in for their full share of praise. There will be nine graduates, four girls and five boys.

—The Western Ohio Superintendents' Round Table at Dayton, March 30 and 31, was a success. H. G. Carter, of Greenville, presided admirably. The discussions were earnest, practical, and spiritual. It always pays to attend this meeting. No report of any length can do it justice, and the feeling of good fellowship can not be recorded with printers' ink.

—There are two kinds of scenery in Colorado—the kind you can see and the kind you can't see. Of the latter there is a great deal represented in pictures, but it lies away from the railway and might

as well be in the Sandwich Islands for all the good it does the tourist in Colorado. The great advantage the Colorado Midland has is that it penetrates the very heart of the Grand Old Rockies, disdaining even the valleys and climbing over the very mountain peaks. The result is that there is presented to the tourist a panorama of natural wonders such as no pen can describe, and such as can be seen nowhere save from the window of the Colorado Midland. Truly Dr. Talmage spoke wisely and with a knowledge of his theme when he remarked that, "The Colorado Midland is an enchantment from the first spike of the rail to the last switch." Here and there the wild flowers set the mountains on fire with conflagration of color. No traveler has seen America until he has taken the Colorado Midland Railway.

— April 5 and 6 were busy days in Findlay, and the persistent man in the oil regions on those days was Supt. J. W. Zeller, of Findlay. In fact, he had been so busy for a month preceding the occasion that as a result nearly all the teachers in Northwestern Ohio were in attendance at the Northwestern Ohio Round Table. Had the "Table" been large enough to seat all who were present, the corporation lines would have had to be extended, but provision was made for all by arranging a number of tables and classifying the teachers accord-

ing to present "condition of servitude." All who attended had both a good and profitable time, and each one carried away with him a unique membership badge, on one side of which was a small, well-executed bit of artistic work, the production of some pupil in the city schools.

—Angola, Ind., has recently been incorporated as three separate colleges: 1. The Tri-State College, a literary school with five courses; 2. The Tri-State College of Engineering with four courses; 3. The Tri-State College of Pharmacy with two courses, all empowered to grant appropriate degrees. In all of these is incorporated the spirit and genius of President L. M. Sniff, who is happy in the best year's work of his life.

— It is a rare pleasure to record the appointment of Col. W. J. White to the principalship of the Ruskin School, Dayton. We congratulate ourselves and the teachers of the state that the Colonel has once more joined our ranks. His clear head, warm heart, and rich experience combine to make him a most effective principal. Supt. Carr has shown excellent judgment in the selection, and all "the old guard" salute him with grateful hearts.

— Dr. E. M. Craig, principal of the East Evening High School, Cincinnati, is the author of a very

interesting and comprehensive article on "The Evening School and its Tendency," published in a recent number of the *World's Events Magazine*, now so ably edited by Prof. S. D. Fess. Dr. Craig will soon be ready to hang out his sign, and we predict that he will be as successful in treating physical ills as he has always been in inspiring and directing mental growth.

— The O. T. R. C. of Liberty township, Washington county, O., was organized in 1890, under the leadership of O. C. Walters, who has been faithful all these years and is still in the work. A. M. Farlow, the county secretary, then and for a number of years, breathed his progressive spirit on the Liberty teachers and they now have a paid up membership of forty-three active teachers and students who have met once a week for the past six years. They are already talking Reading Circle for 1906-'07. They appreciate the valuable aid given them by the County Sec., G. W. Perkins, and hope to be able to do better work next. The work done by this circle is immeasurable. Many valuable books have found their way to many homes and read by those who are not teachers. This has been the means of having some teachers' salaries increased. Some have been promoted in the ranks. It has awakened an educational interest that was not dreamed of. The officers are, President and

Secretary, J. A. Roberts, Vice President, J. T. Kilbaugh.

— The Columbus board of education have increased salaries all along the line and the teachers are naturally greatly gratified.

— Supt. J. W. Adams and the teachers of Bowling Green township, Licking Co., had a great educational arousement at Brownsville April 24 — which was an unqualified success.

— W. F. Gephart in his post-graduate work for the Master's degree is working under the auspices of the Carnegie Institute and is writing a "History of Transportation in the State of Ohio," which will be submitted to Prof. Adams, of the University of Wisconsin, who is director of the Institute.

— The board of education in Columbus will inaugurate the free text-book plan in the first four grades at the beginning of next year by way of a trial of the general plan.

— Prin. H. H. McKee, who has been acting superintendent of the schools at Ravenna for several months has been re-elected to the principalship of the high school.

— Ravenna has secured the services of E. D. Trescott, of Columbiana, for her new superintendent — salary \$1,800 with county examiner a probability. Mr. Trescott, though a young man, has had a

very successful career as teacher and superintendent and deserves this call to larger opportunity for work. Columbiana grieves over her loss, but Ravenna has good cause to rejoice.

—Supt. H. M. Lowe, of Nevada, has been re-elected with another increase in salary. In his service of five years his salary has been advanced from \$75 to \$100. He has gone up as rapidly as the salary.

—Prin. J. H. Grove, of the Nevada high school, has been re-elected with an addition to his salary of ten dollars per month.

—Supt. W. H. Kirk and the Board of Education of East Cleveland issued a booklet descriptive of the new Shaw High School as one feature of the dedication. It is one of the most artistic bits of work we have seen. Everybody wears his "Sunday best" every day of the week now in that part of the moral vineyard.

—The Executive Committee of the Central Ohio Teachers' Association met at Columbus April 21 to consider the preliminary steps for the next meeting. There is some thought of Detroit as the place. The members of the committee are W. H. Meck, Dayton; U. S. Brandt, Columbus, and H. R. McVay, Sidney.

—D. Appleton & Co., Chicago, have just published "The Govern-

ment of the United States," by Dr. Bernard Moses, of the University of California.

—There is a new Richmond in the field in the person of Harry Jeschke who comes to represent Benj. H. Sanborn & Co., of Chicago. The name is not so bad after you have spelled it a time of two — and the man — well, he's open-faced and full jeweled.

—Supt. E. A. Hotchkiss, of St. Mary's, will graduate a class of 21 on May 31.

—The Ohio Valley Round Table elected the following executive committee: Supt. J. V. McMillan, Marietta; Supt. J. D. Garrison, Sistersville; Supt. G. W. Finch, Wellsburg.

—Supt. W. S. Rowe, of Greenville, has been re-elected for another year at \$1,850.

—Supt. I. C. Guinther, of Galion, has been re-elected for a term of three years at a salary of \$1,750.

—The following officers were elected by the Western Ohio Superintendents' Round Table at Dayton: President, James Ross, Ft. Recovery; Secretary, Lee A. Dollinger, Sidney; Ex-Committee: A. F. Darby, Osborn; and C. B. Rayburn, Port William.

—Supt. H. E. Conrad, of Galipolis, has been re-elected for two years at \$1,800, which is \$300 above any salary hitherto paid.

— Prin. W. S. Coy has been elected to the supertintendency of the Hebron schools and will give the people good service.

— John W. Richards, who resigned the principalship of the New Vienna high school last year to complete his college work at Yale has been elected principal of the Hotchkiss school at a salary more than twice as large as the salary he was receiving. It pays to go to school.

— The Manual Training in the Greenville school has met the approval of the people and continues to be the popular department. One hundred and forty boys, seventh, eighth and first year high school grades, have been accommodated at an expense of 48 cents per pupil. The department is under the direction of Howard G. Carter, who is an enthusiast on the manual training movement.

— Montgomery county had 346 applicants at the Patterson examination, Saturday, April 21.

— Supt. H. T. Silverthorn, of Logan, will graduate six girls and five boys June 1st. Dr. C. C. Miller will deliver the address.

— Darke county in the lead — 364 pupils from the rural schools took the Patterson examination at Greenville, Saturday, April 21.

— Miami county teachers held their last bi-monthly meeting at Ludlow Falls Saturday, April 14.

The address of the day was delivered by Supt. J. W. Carr, of Dayton.

— Supt. E. T. Osborn, of Summit, will graduate his first class, consisting of three girls, June 12. Plans are drawn for a fine new building to be ready for the opening of next year.

— Supt. R. P. Clarke, of Ashtabula, has been re-elected with an increase of a hundred dollars to his salary.

— The renewed interest in the subject of literature during the year past has given greater prominence, if possible, to Prof. Frank V. Irish's "American and British Authors." Those who write or speak on this subject find this book a rich storehouse of useful information.

— St. Mary's will build a new addition to one of the ward buildings this summer, in order to have more room in the main building for high school work. Another high school teacher will be added. The department plan in the eighth grade gives complete satisfaction. Everybody is busy and happy over that way.

— C. D. Carpenter, of the Mansfield high school, has invented a new piece of apparatus to illustrate Boyle's Law and recently gave an address on the subject before the Michigan Schoolmasters' Club.

— A. W. Dorr, who teaches science in the Mt. Vernon high school,

has taken up the subject of child study by the laboratory method. We haven't learned her name yet.

— Supt. O. H. Magley, of the Lakeside Assembly, is making extensive preparations for the summer and expects a larger number in attendance than ever before. We have often wondered why so many people travel long distances to reach summer resorts when this magic spot can be reached so easily.

— The Board of Education at Lebanon has elected teachers as follows: Superintendent, J. M. Hamilton, \$1,250; Principal Fred L. Pauly, \$700; High School, Miss Lucille Blackburn, \$700; Miss Rhea McCain, \$650; Room 8, C. D. Heald, \$550; Room 7, A. B. Slagle, \$500; Room 6, Miss Anna Snook, \$550; Room 5, Miss Grace Beachey, \$550; Room 4, Miss Gail Coblert, \$550; Room 3, Miss Helen Wood, \$550; Room 2, Miss Lucy Ross, \$550; Room 1, Miss Beck, \$600; Kindergarten, Miss Laura Cunningham, \$600; Music, Prof. D. H. Cleland, \$650; Art, Miss Elizabeth Jenkins, \$600.

— The students and teachers of Rio Grande College have presented the college with a new grand piano for the auditorium. It was paid for by personal donation, and the proceeds of a cantata given under the direction of Prof. Bohannan. The college has enjoyed one of the best years of its history, having enrolled an unusually large num-

ber of students with very bright prospects for the summer term. Pres. Davis is still hopeful of securing the \$50,000 donation, which assumes the \$25,000 gift from Andrew Carnegie. This amount, when raised, will be added to the endowment fund.

— Supt. A. T. Marsh, of Felicity, will graduate a class of 17 May 3, in a program that shows genius and hard work.

— The little fellow was pouring vinegar over his salad and remarked, "I like to pour her." Then the father, who is a school man, suggested that he used "her" rather too indiscriminately, whereupon the little fellow replied, "I was speaking of the mother." He passed.

— Supt. C. S. Bunger, of Harrison township, Preble county, graduated a class of five at Lewisburg April 28. Dr. J. A. Culler, of Miami University, delivered the address.

— Supt. O. G. Hershey, of Sharon Center, has been re-elected for a term of two years at an increase in salary. His salary is now \$250 more than was ever paid before. The school year has been extended to nine months, and progress is in the air. Centralization is on the way.

— Supt. L. J. Bennett, of Covington, has 135 in the high school this year, the largest number ever.



There are many other evidences of progress that can be seen without spectacles.

— Supt. T. W. Shimp, Supt. S. Wilkin, and Prin. Ira Painter acted as judges in the preliminary contest at St. Marys and the elected Miss Maud Hensch to represent her school at Delphos May 18th.

— If only the superintendents and principals who have commencement programs in charge would begin on time, exactly on time, the people would feel the power of leadership and would probably give closer attention when these people insist upon punctuality upon the part of pupils. The public will soon learn to be on time if the chairman begins on time.

— The report of the Cincinnati Committee is already bearing fruit. Supt. R. E. Rayman made this report the basis of a talk to his own Board a few days ago, and now there is increased activity to increase and better the school facilities in that city.

— Manchester held a school exhibit March 30 which made the people, including the newspapers, sit up and take notice. Not fewer than 400 patrons visited the schools and were both surprised and delighted at the evidences of the right sort of activity. Supt. Denig and all the

teachers were given unstinted praise.

— Supt. Ralph W. Crist will graduate seven from the Bethel High school May 2. The address will be given by Ross F. Wicks.

— Supt. Fred V. Bouic of Warrensburg will graduate a class of five boys and one girl May 9.

— Supt. C. C. Smith and Prin. A. W. Smith of Lyons will graduate a class of two May 3. Prof. L. W. Fairchild will give the address.

— Supt. J. L. Steiner of Beaver Dam graduated a class of six April 27. The address was given by Prof. Frederick Treudley.

— Archer Butler Hulbert, author of "Historic Highways of America," etc., contributes an article to the *Four-Track News* for May, entitled "Washington the Explorer," in which he claims that Washington was the first prophet of the central New York route to the West.

— Ohio teachers will be glad to learn that Hotel Victory at Put-in-Bay will be opened June 17 and that all will be in readiness for the State Association, June 26-28. Mr. T. W. McCreary is still in charge as general manager and all who attend the Association or visit Put-in-Bay at any time during the season will receive a cordial welcome and the best of attention.

— Miss Susan L. Daniels, who had taught in the schools of Marietta for forty-three years, passed away in the week of vacation. She was one of the best and her influence will live long in the lives of the many pupils who were under her tuition. She leaves a noble legacy and many the teacher who will emulate her example.

— Supt. C. R. Titlow and Miss Mamie Snyder have our thanks for a copy of their beautiful commencement invitation for May 8. There will be four graduates and Hon. B. F. McCann will deliver the address.

— Supt. F. E. Rinehart, of West Alexandria, has cause to rejoice over the success of the year's work. He will graduate seven girls and six boys May 22. Supt. J. W. Carr, of Dayton, will deliver the address.

— Preble county had 184 pupils at the recent Patterson examination which shows that school sentiment in that section continues at high tide.

— The program for the Ohio State Teachers' Association is nearing completion, and the Executive Committee is confident that it will have one of the best programs that the Association has ever enjoyed. The object of the committee is to touch some of the most important school problems in the great state of Ohio, and give to these problems renewed emphasis so that the people of Ohio may become better in-

formed upon the fundamental relations of the school to the state.

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#### **N. E. A. ABANDONED FOR 1906.**

The following letter from Hon. Nathan C. Schaeffer, President of the N. E. A., explains itself:

"A majority of the Executive Committee have expressed themselves in favor of abandoning the N. E. A. meeting for this year. Letters from all over the country, as well as telegrams, favor this abandonment of the meeting for this year."

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#### **AWAY DOWN SOUTH IN DIXIE.**

When one travels a thousand miles to the East, he finds his watch slow an hour or more. The same distance traveled Southward from Columbus, Ohio, makes one feel that his time-piece has not been running for at least two months.

On April 17 I started for Baton Rouge to attend the three days' session of the Louisiana State Teachers' Association. About all the evidence of spring that Ohio furnished was found in the "buds of promise," and they were not very plentiful. In fact, to quote a sentence from Bill Nye, "Spring had lingered so long in the lap of Winter that people were talking about her." When daylight came, April 18, Tennessee revealed itself a month ahead of Ohio in leaf and flower, and later on, when New

Orleans and Louisiana Capital were reached, the temperature brought with it suggestions of harvest season in Ohio.

The trip was made over the excellently equipped Queen and Crescent Route which has meant and still means so much both to the Southland and Ohio's Queen City. With a splendid road-bed, with trains both safe and fast, with a dining-car service which pleases and satisfies, with beautiful scenery which delights the eye, and with train officials who are most courteous and obliging, this truly popular route continues to be the great connecting link between the North and South. Even at this season of the year the travel is large on each of its two through daily trains, each way, between Cincinnati and New Orleans.

Industrially, the South is booming. There is evidence of this almost everywhere. The iron industry, alone, with its center at the rapidly growing city of Birmingham, is sufficient to verify the preceding statements.

Many large and well cultivated cotton and sugar plantations indicate progress agriculturally, but in many localities the one-horse plow, pulled by a fraction of a mule whose inertia of rest is powerful, and held by a negro whose tendency to sleep is all absorbing, explains the poverty of the farmer.

The most cheering indication of the great development really going

on in the New South, however, is the educational revival found in so many places, and in no place more marked than in the State of Louisiana. This statement is not influenced in the least by the exceedingly cordial treatment of the most generous officials and members of the State Teachers' Association whom it was my good fortune to address. Many proofs of its truthfulness can be adduced.

Tulane University at New Orleans, Louisiana State University at Baton Rouge, a large Normal School at Natchitoches, and Industrial Schools in different sections of the State, tell of the interest in higher education and technical and professional training, and the attendance of at least 1,500 public school teachers at the State Meeting — over 40 per cent. of the white teachers of the State,— is certainly convincing evidence of their activity in their work. At the meeting, over 800 enrolled and paid the \$1.00 membership fee; these with over 300 advance members made a total of 1,156 paid members. Very few northern states can equal that record. Not only did the teachers, many of whom were from rural schools, cheerfully pay the fee, but they also attended all the general sessions, as well as the department meetings to which one entire afternoon was devoted. The most difficult problem the management had to meet was to secure a hall large

enough to hold the evening audiences. Even the pavilion of the University, with its seating capacity of 1,500, was not large enough, and after the first address by Dr. John W. Cook, of Illinois, he kindly consented to speak again at an overflow meeting in another hall, while Dr. Charles D. McIver, of North Carolina, and myself did what we could to hold on to what was left.

Those in attendance came from all sections of the State, each parish (county) being represented by a large number, one having all its teachers present. While the New Orleans city schools were not dismissed for the meeting, a large delegation, headed by Supt. Warren Easton and his two assistants attended, going and returning by special train.

Principal B. C. Caldwell, of the Natchitoches State Normal School, presided and everything moved with promptness and dispatch. The program very wisely made no provision for the tiresome and meaningless addresses of welcome with which helpless audiences are so often afflicted, but all enjoyed the address of greeting by Governor Blanchard, who renewed his pledge of cordial support for the educational interests of the State.

Such enthusiasm and interest as are indicated in the preceding can always be traced to some source, and I am sure that all the earnest educational workers of the State

will join with me in saying that the great leader in Louisiana at present is State Superintendent J. B. Aswell, whose strong body, clear head, and warm heart unite to fit him in an unusual way for the great work before him. His address on "Louisiana Educationally," was practical, tactful, fearless, and eloquent. While he is grateful for what has been done, he is not unmindful of the danger of too much self-congratulation, and in ringing sentences, of which the following paragraph is a sample, he called attention to the educational needs of his State:

As long as there are 58,176 white children of educable age in Louisiana not attending any school, public or private; as long as there is a parish 52½ per cent. of whose white men are illiterate; as long as there is a parish whose average school term is but three months; as long as there are teachers whose annual salary is \$93.33, and whose monthly salary is \$28; as long as there are 2,460 second and third grade teachers in our schools; as long as teachers can secure positions through personal or political "influence;" as long as a superintendent or a school board must truckle to the dictations of a self-appointed coterie of "leading" citizens; as long as the Criminal Court expense of a parish is more than the amount expended for the education of its children; as long as there is a parish whose sheriff's annual income is \$8,000 to \$10,000, its Superintendent of Schools, \$600, and its teachers', \$260; as long as these conditions exist, fel-

low citizens and teachers, there is no occasion for compliments or self-congratulations. I speak not critically of these things, but in the interest of justice to the children I present them frankly to you.

It would be folly to attempt to add anything to the volumes that have been written descriptive of New Orleans where my stay on the return trip was all too brief. It is already a great city and destined to become still greater, and its unique and varied population will ever continue to be an interesting study to all who visit the South. As I left the city, it presented an unusually gay appearance due to the beautiful decorations on account of the approaching reunion of Confederate Veterans. While the colors of state and section were seen in many places, the decoration most prominent was the Stars and Stripes, the beautiful emblem of our united country.

O. T. CORSON.

#### PUPILS EXAMINATION APRIL 21.

##### PHYSIOLOGY.

1. Of what are the bones composed? Mention two food substances which help to nourish them. 2. Describe the skin. Account for the necessity of frequent bathing. 3. Mention the organs of respiration. 4. How would you stop a bleeding artery? 5. Mention three secretions that act upon the food in the process of digestion. 6. Locate the kidneys. What is the office of the liver? 7. Describe briefly the circulation of the blood. 8. What and where is each of the following: retina, tympanum, humerus, olfactory nerves, lymph, triceps. 9. What are the vital organs? Give the effect of alcohol upon

one of them. 10. Mention three cautions to be observed in the care of the eyes.

##### GRAMMAR.

1. Define syntax and give a rule of syntax relating to each of the following: appositives, pronouns, the verb "to be." 2. Give three rules for the use of the hyphen and illustrate each. 3. Change the following simple sentence into an equivalent complex sentence; into an equivalent compound sentence: Gusts of wind and a pouring rain compelled our party to seek shelter indoors. 4. Conjugate the verb "to sink" in the active voice, indicative mood, future perfect tense; the verb "to work" in the passive voice, subjunctive mood, past tense. 5. What is the distinguishing difference between a verb and a participle? 6-7. Write a letter renewing your subscription to a favorite magazine. State how much money you enclose, in what form you enclose it, etc. 8. Give the use of "shall" and "will" as future auxiliaries. Without *knocking*, he opened the door and *entered* so softly that I was not conscious of his presence until he said, "*Were* you not *expecting* me?" 9. Classify all the clauses in the above sentence and tell what word each modifies. 10. Parse the italicised words.

##### GEOGRAPHY.

1. Name the races of mankind and a people belonging to each race. 2. Define latitude and longitude: give the latitude and longitude of the North Pole. 3. How wide is the torrid zone? Trace the course of the equator either through South America or through Africa. 4. Define so as to distinguish: sound, bay, gulf. Where is each of the following: Puget Sound, Gulf of Aden, Bay of Biscay? 5. Mention three large rivers of South America that empty into the Atlantic Ocean. Why are those that empty into the Pacific Ocean from the same country comparatively small? 6. Give the probable route and cargo of a vessel sailing from Constantinople to Bombay. 7. Mention a locality in Ohio where each of the following occurs: oil wells; coal mines; vineyards; tobacco fields; potteries. 8. What does a thermometer tell? What does a barometer tell? 9. Bound California. Locate a lake, a desert, and a city in this state. 10. Name and locate three of the principal cities in Canada.

## UNITED STATES HISTORY.

1. What territory, and under the flag of what nation, did each of the following explore in America? Ferdinand De Soto, Henry Hudson, Jacques Cartier? 2. Where, and for what purpose, did Lord Baltimore found a colony in America? James Oglethorpe? 3. What were the Alien and Sedition Laws? Tell why you think that they were just or unjust. 4. Tell what you can about the early settlement of Ohio. 5. Mention the first four Presidents of the United States and an important event that occurred in the administration of each of the last two mentioned. 6. Why was Burgoyne compelled to surrender? 7. Discuss the administration of Andrew Johnson. 8. Mention two important events in the administration of McKinley and Roosevelt. 9. What steps are necessary for a foreigner to become a resident of the United States? 10. When and what were the services rendered to the United States by George Dewey; John Paul Jones; Oliver Hazard Perry?

## ORTHOGRAPHY.

1. Distinguish between accent and emphasis. 2. Define aspirate, dysyllable, diphthong. 3. Give two rules to be observed in writing abbreviations. Write the abbreviation for each of the following: junior, railroad, acre, Missouri, noon. 4. Write the following words correctly, dividing into syllables, and using mark of accent and diacritics: allege, suffice, diamond, coerce, greasy, accede, kiln, said, cheese, loose. 5. Spell correctly the following words to be pronounced by the examiner: millennium, academy, lettuce, gorgeous, fusion; abbreviate, pitiless, aghast, conceit, chapel; reprieve, abscess, calcium, precious, Hawaii; able-bodied extol, pleasurable, solos, amethyst.

## ARITHMETIC.

1. Define factor, power and reciprocal. 2. Analyze the following problem: A can do a piece of work in 3 days, and B can do it in 4 days. How long will it take them to do it working together? 3. A square field contains 10 acres. Find the cost of fencing it at 80 cents per rod. 4. An agent received \$3000 to buy flour, from which he was to deduct a commission of 2 per cent. Find the amount invested in flour. 5. A grocer makes a profit of 20 per cent. by selling coffee

at 25c.; what per cent profit will he make by selling the same at 26c.? 6. What is the value of a pile of wood 80 ft. long, 5 ft. high, and 4 ft. wide at \$1.67 a cord? 7. how many acres in a rectangular field 402 rds. 1 yd. long and 121 yds. wide? 8. Find the cost of carpeting a room 18 ft. long and 15 ft. wide with carpet 27 in. wide at 75c. a yard, strips to run lengthwise. 9. Make and solve a problem to illustrate the method of finding the area of a triangle when the lengths of the three sides are given. 10. Find the principal which, at 6 per cent, will produce \$860 in 2 mo. 24 da.

UNIFORM EXAMINATION QUESTIONS  
FOR APRIL.

## GRAMMAR.

In the concluding paragraphs of Ruskin's third lecture is to be found an emphatic statement of his view of what constitutes right living. Instead of thinking what we are to get, he would have us think what we ought to do to make this world a good place for all God's children to live their lives in. As is his custom, Ruskin would make the scriptural teaching a rule of practice as well as of faith. To every man, whatever his station in life, who is doing nothing for the good of the world, he would say: "If any man will not work, neither should he eat."

1. How many principal clauses are there in the above selection? How many objective clauses? Point out the subject, and predicate in all the clauses of both classes. 2. Select five relative clauses, and give the syntax of the relative pronoun in each. 3. Select five infinitives and give their construction. 4. Discuss the syntax of participles and illustrate by reference, wherever possible, to the selection given. 5. Search the selection for examples of the following: (a) Defective and redundant verbs; (b) Verbs in the progressive form; (c) Verbs in the potential and subjunctive moods. 6. Dispose of as, if, neither. 7. Criticise as to correctness of expression: in, should. 8. Parse in full: instead, us, rule, good, not. 9. Distinguish between etymology and orthography. 10. Give a complete classification of adjectives.

## ARITHMETIC.

1. A man sold 5% stock for 84½ and invested the proceeds of the sale in

6% stock at 97½, brokerage in each case ½%; his income was thus increased \$3. Find the amount of stock sold. 2. If 702 bricks are required for a walk 30 feet long and 5 feet wide, how many bricks will be required for a walk once and a half as wide and twice as long? 3. The longitude of Stockholm is 18° 3' 45" E.; that of San Francisco 122° 24' 15" W. How much earlier is it sunrise in Stockholm than in San Francisco? 4. A sum of money put at simple interest for 3 years at 4% amounts to \$672; in how many years will the same sum at the same rate amount to \$1,206? State and solve by proportion. 5. Define repetend, alligation, currency. 6. A's real property is \$900; his personal property is \$3,600, of which \$1,400 is in a saving's bank; his debts amount to \$900. What is his tax if the rate is 15 mills. 7. Write what you can about the French system of weights and measures, mentioning upon what principle the system is based, and giving the name of its standard unit of weight, length and capacity. 8. A bin 6 feet by 24 feet holds 1,420 bushels; find its height. 9. Explain the method by which government lands are usually surveyed. How many sections are there in a township? 10. A man bought a horse for \$180; how much must he ask for the horse so that he can fall 20% and still make 15% profit on the cost price?

### ORTHOGRAPHY.

1. Select two words from the following list and write pertaining to them everything that you would expect to find by consulting a fairly comprehensive dictionary: Imbibe, fashion, pretext, antique. 2. Indicate the correct pronunciation of the following words: Squalor, hallelujah, conical, prussic, machinations. 3. Derive five words from *protect*, and define each. 4. What do you understand by each of the following terms in connection with words in the dictionary: Obsolete, colloquial, corrupt, provincial, illiterate? 5. Write words to illustrate two sounds for "ch;" for "oo." 6. Spell correctly the following words to be pronounced by the examiner: Imbecile, trenchant, anarchy, abridge, fusillade, crucial, inheritance, opium, surgery, practitioner, plastic sensuous, critic, authorize, Buddhism, retention, mammal, aborigines, trivial, hallucination.

### THEORY AND PRACTICE.

NOTE. — Applicants will take the first group of four and either the second or third group of four.

1. To what extent and with what subjects do you consider "correlation of studies" practicable in the school-room? 2. What relationship, if any, should exist between the teacher and the parents of his pupils? How bring about this relationship? 3. Who first advanced the ideas upon which modern "child study" is based? 4. State the advantages of oral recitation; the disadvantages of recitation in concert.

### "OUR SCHOOLS" — *Chancellor.*

1. Mention four ways, suggested by the author, in which the successful teacher will be careful to occupy his time, out of school hours. 2. What classes of children compose the clientele of private schools in the United States? Is there a field of usefulness for private schools in the educational system of the country? If so, what is that field? 3. What would you say of a system of instruction of which the principal remarked, "I know, at this hour and minute, what every teacher in my school is teaching?" 4. What relation does the physical condition of its teachers bear to the longevity of a nation? Illustrate from history.

### "THE METHOD OF THE RECITATION" — *McMurry.*

1. State two of the educational values of comparisons, and illustrate from history or geography. 2. After individual notions have been mastered, name the steps that lead to the generalization. When the time for the generalization comes, should its statement emanate from teacher, text-book or child? Why? 3. Why is it that a teacher may frequently find herself unable to express a general truth or a moral lesson with which she considers herself thoroughly familiar? Why must this inability be overcome before her teaching can become effective? 4. Justify the introduction of types as pivotal points in the recitation. How determine the types to be selected?

### GEOGRAPHY.

1. Discuss the relative natural advantages for civilization of Canada and

Australia. 2. Locate the following Ohio cities as to county and body of water: Dayton, Columbus, Sandusky, Marietta, Zanesville. 3. Why is, or is not, the valley of each of the following rivers adapted to the support of a large population: Colorado, Nile, Dnieper, Rhone? 4. Account for the location of at least two large ship building centers of the world; of two of the world's most important coaling stations. 5. Give the title of the ruler of each of the following countries: Persia, India, Japan, Switzerland, Denmark, Turkey, Chile, Austria. Who is the present ruler of Holland; of Greece? 6. Distinguish between weather and climate. Name a locality where climate is influenced by lack of rainfall; depression of the soil; ocean currents. 7. London and Irkutsk are in the same latitude; Irkutsk is 20° colder than London. How do you explain this fact? 8. What flag flies over Sitka, Sidney, Cayenne, Tananarivo, Hong-Kong? 9. What is the starting point for measuring longitude? What is the length of a degree of longitude on the equator? In what time do the sun's rays travel over one degree of longitude? 10. Trace a sailing route from Odessa to Cape Town.

#### UNITED STATES HISTORY AND CIVIL GOVERNMENT.

1. Give a brief account of slavery in the colonies, and state the approximate number of slaves at the time of the Revolution. 2. Discuss colonial money; higher education in the colonies. 3. What problems confronted the national government during Washington's first administration? 4. Locate and tell what connection each of the following had with the history of the United States: Andersonville, Buena Vista, Crown Point, Fort Dearborn, Antietam. 5. Mention all the wars in which the United States has been engaged since the formation of the nation, together with the dates of each. 6. With regard to the Connecticut Western Reserve, state origin of the name, and tell what you can of its early settlement. 7. According to the constitution, who are citizens of the United States? 8. What connection with American history has each of the following: Anthony Wayne, Anne Hutchinson, Sam Houston, George A. Custer, Millard Fillmore, Stephen A. Douglas, Dorothea Dix, Edmond Genet?

#### PHYSIOLOGY.

1. Name all the organs that take part in purifying the body, and give the special function of each. 2. Explain how a nearly even temperature of the body is maintained. 3. What are the effects of alcohol upon the nervous system? 4. Locate in the body an example of each of the following-named joints: Hinge, ball-and-socket, pivot, suture. 5. In a crowded, unventilated room, what dangerous impurities are found? 6. Mention three principal muscles of the upper limbs, and state the special function of each. 7. What are the physical properties of the blood? What changes take place in coagulation? 8. Discuss the value of boxing and horseback riding as exercises for adults. 9. With reference to the light, what is the most desirable position in reading? 10. Describe the fifth pair of cranial nerves.

#### LITERATURE.

1. When and in what manner would you begin the study of literature in the school room? 2. Mention several classics which are suitable for quotation or learning in the grammar grades because they (a) increase the child's love of nature; (b) exalt heroic deeds; (c) cultivate the sense of rhythm. 3. What literary interest attaches to (a) Acadia; (b) Stratford-on-Avon; (c) Concord, Mass.; (d) Chillon; (e) the Catskills? 4. To what forms of literature was the Colonial period in America largely confined? Account for this restriction. 5. Place Emerson's works in the history of American literature and compare his literary qualities with those of English authors in the same field of literature. 6. What are the distinguishing characteristics of Longfellow's poetry? Mention two of his earlier poems; two of his translations. 7. Discuss the work of two of the following American historians as to (a) subject matter; (b) style; (c) historical value: Parkman, Bancroft, Prescott. 8. Why are "The Liberator" and "Poor Richard's Almanac" mentioned in histories of American literature? 9. Was Oliver Wendell Holmes most successful as a novelist, essayist, or poet? What was his occupation? Was his professional point of view reflected in his writings? 10. When did Shakespeare live and write? Did his plays receive actual presentation during his lifetime?



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## FREE TEXT BOOKS—COMPULSORY OR OPTIONAL?

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BY J. F. ORR, PRESIDENT OF THE BOARD OF EDUCATION OF XENIA, OHIO.

A Paper Read Before the State Association of School Board Members,  
at Columbus, Ohio, March 15th, 1906.

By the the form of statement the subject seems to imply the *desirability* of Free Text Books, but leaves for discussion the single question as to whether Boards of Education should be *required* to provide them, or whether their action should be *optional*.

If these are the limits, my paper need be but brief, for it does not appear either necessary or advisable to *compel* action by the local boards. Local conditions vary greatly. They have perhaps but one point of general similarity, and that is the embarrassment incident to the shortage of funds. Otherwise there may not be found two school districts whose conditions are more than approximately alike. There are differences in form, size, densi-

ty of population, character of population, wealth, poverty, collateral demands upon taxpayers — even important differences in the personnel of the school organization — which render it very necessary that the furnishing of free text books, and the incidental taxation be left optional with the local boards.

There are doubtless few boards in the state which feel themselves at liberty to increase taxation, even to the small extent demanded for supplying free text books. It is a crying evil of the times and of our system that the tax duplicates are not keeping pace with the enormous strides which have been made in the material prosperity of our commonwealth; so that in city districts, especially, our boards find it neces-

sary not only to consider the needs of the schools, but also to consider what will be the levy for city purposes, and the aggregate levy for all purposes, lest the rate be prohibitive. At least this is the annual plight of a certain board located in one of the smaller cities of the state. Local option is evidently, therefore, a principle which may be properly applied to the furnishing of free text books.

The General Assembly seems to have taken this view of the matter, for at the present session, the House of Representatives has defeated, by indefinite postponement, a compulsory measure.

My few remarks, therefore, will be directed to the question of the general desirability of free text books rather than to the proposition of compulsory action.

At the outset it must be admitted that public sentiment is not a unit in favor of free text books, even aside from the financial question. There are other objections urged which appeal to some localities with greater force than to others. The principal objections are the following:

1. That the idea is communistic, and an abuse of the proper functions of government.
2. That it is unfair that A, who has no children, should be compelled to furnish school books for the children of B, who pays no tax.
3. That free text books, passing

from one child to another, are liable to spread contagion.

4. That the work of the teachers is increased.

5. That free books interfere with private enterprises.

6. That free text books convert the public school into a charitable enterprise.

The first two objections are closely related, and may be considered together. It might be answered that if the supplying of free text books is an act of paternalism, so are free housing, and free tuition. In fact the whole public school system is paternalistic — justifiably so, on grounds of the public good, and the necessities of a government in which all citizens participate. It is for A's general welfare that we take his money and with it educate the children of B, for by so doing we make the children of B useful members of that society of which A is a part; and without such education there is danger that B's children would be a charge upon society, and a menace to A's welfare. Furthermore, by awakening the children of A from intellectual slumber, their capacity as consumers is largely increased, as well as their capacity as producers; and A, being both a producer and a consumer, finds his market for both buying and selling enlarged, thereby receiving great benefit. Exactly as, in the case of China, the producing and consuming world expect to receive

great benefit from the "Open Door" and intellectual awakening.

The arguments in favor of a paternal free school system are too rudimental, too well known, and too generally accepted to need repetition. Free text books are but an extension of the free school utility — but one step farther — easily taken, if you have the money. There is no more reason why they should discourage self-reliance, or promote the disposition to lean heavily upon the government, or disseminate professional pauperism than there is that all that has been done heretofore for the free education of our youth should have the same deleterious effect. In fact, where free text books are used the children and their parents soon come to regard them as a part of the general system—as much a part as free blackboards and free desks. What, in truth, is the difference?

Answering the objection that free text books would disseminate contagious diseases, it may be said that this has not been according to experience. In ten years of free text books the schools at Xenia have never had a case in which there was the least suspicion of free books as an agent in the spreading of disease. Nor has any such case been heard of in any other city of the State. Nor has the State of Iowa ever heard of such a case, as testified by 250 physicians inquired of. Nor has the State of Massachusetts heard of such a case, inquiry hav-

ing been made in 28 leading towns. On the other hand, it has been argued with reason that text books purchased and owned, not being fully under the control of the school authorities, not being handled according to a system with the view of protecting the child, and being likely to be carried home at a time of protracted absence on account of illness, and even carried to the convalescent room, so that the child might catch up with its studies, is far more liable to bear contagion than books which are kept away from the home of contagion, which are carefully fumigated whenever disease visits the school, and which are destroyed whenever carried to the home of a child who is found to have a contagious disease, or whenever brought into contact with such disease in any manner. It would seem that, properly handled, free text books should actually be a bulwark against disease.

As to that other objection based on sanitary grounds, that the free text book is liable to become filthy, it vanishes in view of the fact that it is the privilege of each parent to supply his own child with books, if he so desires.

As to the fourth objection, that the work of the teacher is increased, that is true; but no teacher who has experienced the advantages of free text books, especially the advantage that the school is ready for work the first day of the session instead of being crippled and hamp-

ered for lack of books for weeks after, ever cares to return to the old method and the old troubles. In the case of the Xenia schools the teachers are allowed an extra week with pay and without instruction, at the close of each school year, in which to finish the work of the year, including the mending, recovering, and repairing of books, and the settling of accounts. This removes the last vestige of an objection upon the part of the teacher.

Objection No. 5, that free text books interfere with the private enterprise of manufacturing and selling books, is a valid one; but in this case, as in many others, private interest must yield to the public good. Justly in this case because the few desire to make an unnecessary and wasteful profit at the expense of the many. If states can go into the business of manufacturing binding twine and other articles of commerce, in state prisons, selling the goods at the cost of the raw material plus the cost of keeping convicts, certainly nobody should take fright at free books because they interfere with the book manufacturer and the book seller in their effort to market more books than good economy requires.

Lastly, as to free text books converting the schools into eleemosynary institutions. It cannot be said that free books are the gifts of charity, but rather the tools with which are worked out the great benefit of the whole people by the

education of the masses. Free schools and free books are both means to a beneficent end — beneficent alike to those who give and to those who receive.

Returning again to the objection on the ground of the paternalistic feature: No one could be less inclined to the adoption of communistic ideas than I; yet this objection has no weight in my view of the case. We have compulsory education laws. No child who is in health can escape them. Yet there are many parents absolutely unable to provide their children with books; many others who must deprive themselves of the necessities of life in so doing; and still many others who feel it a sacrifice to purchase books for their children. The number of those within the borders of the State who can meet the requirement without the sense of sacrifice is probably much less than 50 per cent. of the whole. True the text book law is construed to permit boards to furnish free text books to indigent pupils while refusing them to those who are able to purchase; but do not our boards note a steady increase in the number of those who claim to be indigent, even in these good times? Is there not great difficulty in deciding which cases are meritorious and which are devoid of merit? Do you not see that you are holding out a premium to indigency which is demoralizing to healthy pride? Do you not see that by the constant growth in the num—

ber of those who claim the right to be helped you will be forced to face this problem sooner or later, and that it would be better for you to act now, rather than wait until a large proportion of your people claim the privilege of indigency?

Suppose you find a child unprovided with books, having lost, perhaps, a week or two of the school work on that account. Indigency is established more or less clearly. You provide the books. The fact is noted and commented upon by the other children; the child becomes degraded in their eyes; his pride, if he has any left, is wounded, and the general moral effect is bad; for having been once classed as a pauper it will be the easier the next time. Moreover, your school board has, by this act, been guilty of paternalism, and paternalism is under the ban. The worst of it is that the relief is, after all, only partial, and bestowed, in most cases, upon the least worthy, because they are most likely to make their condition known while the really worthy poor make some sort of a shift to get the books without calling upon the board, although in so doing they deprive themselves of the necessities of life. Just how many tragedies of this kind are being enacted every day under the eyes of every board it would be difficult to tell; but the most wretched are by no means always those who make the loudest complaint. Much better would it not be, to be just a little

paternal to all, than to be so frigidly unfatherly.

That is a touching spectacle indeed which presents itself to the school officers at the beginning of every school year, of the child, and the parent of that child, who, through no fault of their own, find themselves confronted with the necessity for school books without the means of purchasing them. Here is a case for paternalism. Why is not the duty incumbent upon our school boards to relieve this distress, especially as it can be done at such a trifling expense, and to the great advantage of so many people?

Permit a word in regard to the experience of the Board of Education of Xenia City School District. This board was one of the first to avail itself of the free text book law, the first action having been taken in 1896. The district is one of the minor city districts of the state, with a population of approximately 13,000. The population is very mixed, there being a considerable element of cultivated people, as also a large element of working people who have had only meagre educational advantages.

For several years after entering upon the use of free text books the levy for the contingent fund was held at an increase of one-fourth of a mill to provide for their purchase. About three years ago the board found this levy was hardly enough, and increased it to one-half of a mill, which is ample. A levy of

three-eighths of a mill would probably be sufficient. High school books, however, are not furnished, but the grades are provided with text books, elementary reading, ink, copy books, pens, rulers, pencils, and in fact everything necessary for the school work with the exception of tablets and slates. We contemplate furnishing these also. The total cost for the grades the current year is \$1,215.32, and, there being an enrollment in the grades of 1,468 pupils, the average cost per pupil is 82.8 cents. This is somewhat higher than ordinary, on account of the introduction of new books.

The best of care is taken of these books, they being placed under the general charge of the truant officer, who is admirably adapted for the work. They are distributed upon the requisition of the teachers, whose duty it is to see to it that each child is provided with one set of books, which remain his during the school year. At the close of the school year, and from time to time during the year all the books are carefully examined by the teachers, who repair and recover such as need such attentions, carefully scraping and rubbing such as have become soiled.

By such care the books are given a life of from 3 to 12 years, the average being about 6 years.

Every precaution is taken against the spread of contagion. Should a child be attacked by a contagious disease, the books are immediately

destroyed by fire; and upon careful inquiry of grade teachers, some of whom have had experience with free text books ever since they were adopted by the Xenia schools, not one had ever noticed a single case of the spread of contagion which was traceable to the use of free text books.

Careful inquiry was also made of the same 37 grade teachers to ascertain the ability of the pupils or their parents and guardians to provide necessary school books, and the result is curious and significant. At a time when our little city is enjoying the highest degree of prosperity it ever knew, the reports of these teachers, summarized and averaged, show that 22 per cent. of all the children in the grades are totally unable to furnish the books required; 38 per cent. are able to furnish them at a sacrifice upon the part of the parents, and only 40 per cent. are able to provide them without sacrifice. The same inquiries developed that the average cost of the books which the children in the grades require, were they compelled to purchase them, based on the supposition that they would be used but once, would be \$3.67. Contrast this with the experience of the Board of Education in furnishing free text books at 82.8 cents per pupil.

In handling books in the manner described the maximum of economy and convenience is attained. Every child is ready with the necessary

book at the beginning of the school year; there are no embarrassing periods of hesitation and delay, due to the fact that the child is not able to procure the necessary books. The time lost at the beginning of a school year while waiting for the purchase of books would alone justify any board of education in the expense of providing the books free.

Another significant fact developed by the inquiry at Xenia is the very small number of cases where the parents prefer to have their children purchase and own their own books, which is less than 1 per cent. There is a curious correspondence in this fact with data gathered from other cities. This indicates what is sufficiently apparent otherwise, that the community approves the system, and that the objections on the score of filth and contagion do not weigh a feather's weight. There would be trouble at Xenia were the Board of Education to discontinue free text books, and the members of the board who might be responsible for such action would find their career as public servants terminated at the next ensuing election, by enthusiastic majorities.

This will perhaps suffice for the experience of the local board at Xenia. With the assistance of the efficient Superintendent of Schools at Xenia, Prof. Edwin B. Cox, I have compiled some data in reference to free text books elsewhere in the state, which may be of interest. No effort has been made to ascer-

tain the extent of the use of the option in any other than city districts, but it is believed that not many of the village or rural districts make use of the privilege.

It is a very striking fact, and one which inclines the investigator to change the conclusion stated in the beginning of this discussion, against compulsory action, that very few boards, after a dozen years of the law have adopted free text books as a policy. The fingers of both hands will probably cover the number of those which have adopted the policy in full, including all books for all the grades and the high schools. Springfield, Akron, Fostoria, Circleville, Greenville and Tiffin are of the very few boards which furnish free text books for the high schools and the grades to the full extent of their use. Toledo, East Liverpool and Madisonville also furnish free text books, but I have no data as to the extent to which the boards in these districts have gone. Cincinnati, Youngstown and Xenia furnish them in the grades, but not in the high schools. A number of other cities make use of the system in part, notably Sandusky, which furnishes supplementary readers, music and drawing books. Troy uses free text books in the first, second, third, seventh and eighth grades, in part, and music books in the high school. Zanesville furnishes some of the books used in the first, second, third and fourth grades only. Middletown

furnishes paper, pens, ink, and drawing books in the grades, and paper and pencils, and some of the classics in the high school. Sidney, New Philadelphia and Gallipolis the supplementary books only. Alliance, supplementary books, music books, pens and paper. Van Wert, supplementary books in the grades, dictionaries, and about half the books used in the high school. Canton will begin next fall, furnishing grades and high school; Galion, aside from free books for indigent pupils, furnishes supplies only, free. Elyria furnishes free some of the books used in the grades. Steubenville furnishes primers only. The following cities have done nothing with free text books, excepting to furnish them to indigent pupils; (and by the way, some of the superintendents inquired of state that the number of those who claim indigency is steadily growing): Cleveland, Marietta, Wellsville, St. Marys, Kenton, Findlay, Nelsonville, Newark, Dayton, Delaware, Columbus, Washington C. H., Wapakoneta, Norwood, Bucyrus, Coshocton, Martins Ferry, Ironton, Niles, Urbana, Conneaut, Norwalk, Warren, Ashtabula, Bowling Green, Hamilton, Canal Dover, Portsmouth, Mansfield, Salem, Marion, Cambridge, Lancaster, and Chilli-cothe.

In many cases the superintendents inquired of state that the financial situation is the only obstacle to

the adoption of free text books, and some express themselves as heartily desirous of taking the step. In a few cases only, the superintendents express objections, one superintendent stating that free books are too dirty. In not a single case where they are used in whole or in part was there a word other than the most enthusiastic commendation of the system, and in no case was there a single instance of the spreading of contagion. The average life of the books, as reported and summarized, is about 5½ years, and this may be relied upon by boards contemplating the adoption of free books.

In every case where free text books have been used, the sentiment of the community is reported to be heartily in favor of the system. The cost varies. Springfield's experience in furnishing books for the high school and grades is 40 cents; Akron, 50 cents; Fostoria, 60 cents in the grades, 75 cents in the high school; Circleville, 50 cents in the grades, \$1 in the high school; Tiffin, 30 cents in the grades, 75 cents in the high school.

One superintendent makes a claim for free text books which has not been touched upon in this paper, namely, that it increase the attendance upon the schools; it is easy to believe that this is the case. If free text books have the effect here and there of developing a rare mind, which otherwise might lie dormant



for want of cultivation, money is too paltry a measure for the value of them.

What has been the experience with free text books in other states? According to the report of the Commissioner of Education for 1902, free text books were then being furnished by compulsory action of the legislatures in the following states: Delaware, Idaho, Maine, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, Pennsylvania, Rhode Island, Vermont, and Wyoming, (12 states). In the following named states authority was vested in local boards to determine whether text books should be furnished free: Colorado, District of Columbia, Iowa, Kansas, Michigan, Minnesota, Montana, New York, North Dakota, Ohio, South Dakota, Utah, West Virginia, and Wisconsin (15 states). There is the same or even greater variety of the *extent* of the use of free books and the expense of them that we find in our own state, but the testimony is remarkably unanimous in favor of the system. Of 82 cities inquired of, located in 15 states and the District of Columbia, seven only refused to recommend the system. Many spoke of it in the most enthusiastic terms. Of those who did not recommend it, Biddeford, Me., said they were satisfactory in many respects. Saco, Me., and Haverhill, Mass., said they were not entirely satisfactory. Kearney, Neb., said they were "fairly so." Plattsmouth,

Neb., "a question." Washington, D. C., Belair, Md., and Warren, R. I., failed to answer the question.

The report of the Commissioner sets forth in condensed form the opinions of school authorities in many cities located in fifteen states as to the objections and benefits of the system, from which I again condense the following: **BENEFITS:** All pupils have books whenever a class is formed. Poor children placed on the same footing as more favored ones. Expense to the community as a whole is far less. Prompt supply. Variety. Lengthened school life of child. The rich help the poor, making education free and equal to all. It actually takes less money from the town and facilitates equipment. Uniformity. All children held responsible to city; hence the value in this regard not noticed under old system. Relieves the parent of a heavy expense annually, and is practically no burden to the taxpayer. Books are bought by the city much cheaper than they were by private individuals. Changes are easily made. Plenty of books. Popularizes the system generally. Greatly relieves teachers, thus leaving their best energy for teaching. Removes the pauper stigma from those unable to buy or hire books. Largely increases attendance. Puts all pupils on an equality. No exemptions required for indigent pupils. Work of school more effective. Less friction between teachers, patrons, and school

officers. Better care of books is enforced by teachers. Less objection by parents to making needed changes in text books. Easier to get the best or to change when a better book appears. More varied assortment can be used. Great economy in time. Justice is done. In a system of compulsory education, books and supplies should be furnished. Enables us to enforce truancy laws more easily. Get full wear of books. Teaches neatness and proper care of property. Aids systemization of school work. Pupils are taught to respect the property of others.

The OBJECTIONS which have been discovered by this inquiry, may be stated as follows: Fewer text books are found in the homes. Dirt. Dissemination of infectious diseases. The writer adds: "By care this is reduced to a minimum, and practically no objection." Our pupils should possess and retain certain books. There is greater destructiveness of books on the part of the pupil. If parents were obliged to pay for them, children and parents would have more respect for them and use them with care. It is the unthrifty families who destroy the books, and double the expense to the city. Adds greatly to care and labor of school committee and superintendent. Claimed by some to be too parental. Deprives child of benefits of home library. Writer adds, "the last alone has any weight." A few taxpayers object

on the score that they are required to help pay for books for other people's children. They make same objection to taxation for free schools. No books in the home after they leave school. Discourages pupils for owning anything, and leads them to expect the state to do everything for them. Fosters a non-book-buying habit.

Here you have in a nutshell the opinions pro and con of leading educators and men who have had experience with free text books, the country over. It is easy to see that the benefits largely outweigh the objections. I cannot more fittingly close this epitome of opinions than by reading in part a letter which has just been received from Nathan C. Schaeffer, State Superintendent of Instruction in Pennsylvania, where a compulsory law is in force:

COMMONWEALTH OF PENNSYLVANIA,  
DEPARTMENT OF PUBLIC INSTRUCTION.

HARRISBURG, March 12, 1906.

\* \* \* \* \*

"In the aggregate, Pennsylvania now pays one-half as much for text books as it did when the people bought the text books for their own children. Moreover every child can now be supplied with books on the first day of the term.

"We would not exchange our law for that of any other state in the Union. Yours truly,

"NATHAN C. SCHAEFFER,  
"State Superintendent of Public Instruction."

The facts submitted indicate that the free text book proposition is a growing one. Wherever the principle is planted it stays and flourishes. This means that the whole country, sooner or later, will recognize free text books as a necessary part of the free school system. The great influence of this country in world movements is one of the fruits of a hundred years of free schools. As our schools have improved there has been a notable increase in enlightened citizenship, and this has been especially notable in very recent years. May this not be one of the first fruits of compulsory education, which began with the generation now in control of affairs? As universal education ex-

tends may we not hope that it will more and more manifest itself in the improved condition of our population, and the advancement of our prestige as a nation? This being so, it seems to me that an intelligent public will approve of any expenditure which will promote the education of the masses, and hasten the day when there shall not be an illiterate person within our boundaries, nor one who has not been instilled with patriotism and good citizenship. We furnish freely, and have for many years, two of the requisites of universal education—free school houses and free tuition. The third requisite, free books, ought to be, and will be supplied.

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## A DIFFERENCE.

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BY W. W. BOYD, COLUMBUS.

Good order in the school-room does not stand always for good discipline. Indeed, good order is frequently the result of very poor discipline. Pupils who are forming the habit of maintaining right conduct only when forced to do so by the teacher are erecting a dangerous principle in their lives; for the time will come when there will be no restraining force to guide them. If the habit is formed in school of doing right only while the teacher is watching, the child will carry in-

to life an incentive for right action only when it is likely that a knowledge of the action will become public. Good discipline creates in the child both a motive and a power for right action. It makes the child his own governor. It causes the child to build a high ideal for himself and to strive for its attainment. Good order obtained by force may be a good thing for the school. But the school does not exist for itself. It exists for the good of the individuals in it and for the consequent

good of society. Therefore all good discipline must take into account the individual.

Good order can be attained more rapidly through force than through an appeal to high motive in a child. In fact, much precious time seems to be wasted often in trying to discover in a wayward child some characteristic in his disposition which can be touched in such a way as to cause him to choose to do the right thing. Yet the strong disciplinarian is the one who has the ingenuity and the power to arouse a voluntary right action in the child rather than the one who has the brute strength to enforce it. Much patience and not infrequently some humility is needed by the teacher in bringing the child into subjection to

himself. The highest form of discipline is self-discipline and so the teacher makes use of the best discipline only when he causes the child to govern himself. The boasted good order of his school room may be a display of a dangerous weakness. If a teacher is making himself a support upon which his pupils may lean, he is dwarfing their moral natures. If he is making them independent, thoughtful, high-minded moral agencies, he is building them into sturdy oaks which will withstand the storms of temptation. Let us not be so anxious regarding good order as good discipline. The latter insures the former. The former may be very bad without the latter.

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### A CALL FOR HELP.

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BY S. K. MARDIS, TORONTO.

There was never a more important time for a vigorous educational campaign than the present. Within the last few years we have had a number of important school laws enacted. These laws can not give the best results for the schools without the moral support of the citizenship of the state, and this moral support will not be the most effective without intelligent conception of the principles involved and a clear understanding and realization of the

present educational conditions. Very few school patrons ever attend educational associations, read educational journals, or study carefully the history and science of education. Comparatively few educational articles appear in the newspapers. The majority of the parents and other citizens are absorbed in other subjects. When the parents and other school patrons entered the busy school of life the public schools sank to the subconscious realm, and

the schools of today are judged largely as being very similar to what they were when these persons were pupils or teachers, before they entered business or a profession many years ago. Just as Rip Van Winkle took up his life where he left it twenty years before, so do many in educational affairs. They intellectually know there have been some changes, but they simply *cannot realize* the great differences and consequently the new conditions to be met. This is necessarily so, but they should be born again, educationally speaking, to enter the new and higher educational life.

WHAT IS TO BE DONE?

The only sane thing to do is to awaken those who have gone to sleep educationally and to prevent the others from going to sleep. In the first place teachers themselves should realize the situation, and have their educational horizon greatly enlarged. Their views should at least be state-wide, while not neglecting their local duties. Each school district is only a portion of a great state system, and if we have a concerted action to improve every section of the state every community will be more rapidly improved than it can possibly be to work from the narrow local view. Each school district is much as the different organs, or even proportions of the body, each abnormal function or portion of the human body endangers every other section. The

whole body must be healthful. Every means, every organization that can be of help in bringing about a better educational condition should be honestly and sincerely encouraged.

The newspapers should be interested in the work. They should be used for educational advancement the same as they are used in the advancement of any other public cause.. This is the most effective way of reaching the whole people and the whole people must be reached and kept in sympathetic, intelligent touch with educational movements. Each newspaper should have such local educational news as will keep the public mind healthful educationally and prevent educational stagnation. A good article of general interest should be republished from our educational papers occasionally. The teachers should take our state educational papers, and read them to keep in touch with the state work, as well as to get the professional help offered. Articles should be written for the public press of the state and sent to the newspapers for publication. Nearly all such articles will be published, if not at first they will be when the public becomes interested in such work. With an active, united, enthusiastic teaching force and an interested public press, the people can be reached and kept in touch with these educational movements. It is our own fault, dear teachers, that the unfavorable educational condi-

tions exist. We must have views broader than present self-interest, and little envies, and personalities. We should be deeply interested in the great cause of education and encourage it in every possible way.

#### THE OHIO SCHOOL IMPROVEMENT FEDERATION.

The School Improvement Federation is the new name of the Ohio Teachers' Federation. The name was so modified as to more clearly state the real work of this organization. It is an organization, composed of both school patrons and teachers and is aiming to reach the people and work with them on the patron side of public educational work. Its first great aim is to create a wholesome educational sentiment in the citizenship of the state as the only means of permanently improving the cause of public education. It has as a movement undertaken the line of work indicated above. It has a mailing list of about seven hundred newspapers, many of which are printing the articles sent out. The results so far have been very gratifying. It will take time to get them all interested. It has sent out thousands of circulars to educational meetings and many of the principles that it at first recommended are now being endorsed in educational associations.

From the first this movement advocated the separation of school elections and partisan political elections as necessary to place the

schools on a truly educational basis and improve the tenure of office for the teachers and particularly the superintendents. It advocated a minimum salary of forty dollars per month, with minimum qualifications for those without experience as necessary to make teaching a profession.

Both of the Duvall bills which became laws at the last session of the legislature were framed by the School Improvement Federation and backed by it. One of these laws removes the school elections from partisan political elections, and the other makes it illegal for any teacher in the state to be elected at less than forty dollars per month, and it also provides state aid for any school district which has not enough money to pay forty dollars a month for eight months after levying the maximum school tax.

Two years ago laws were passed giving teachers pay for the week spent at institute and for pay for janitor work over and above the salary for teaching. It is illegal for any teacher to do janitor work without compensation for this work. These are laws that will improve the condition of the schools by improving the conditions of the teachers. The minimum salary law will increase the salaries of thousands of teachers and will ultimately increase the salaries of all teachers. These laws should all be fully complied with by both teachers and boards of education. Sufficient school levies should be made to meet the new

conditions or reach the maximum, and secure the state aid.

#### THE HELP ASKED.

Every teacher of the state is asked to aid in the great educational campaign commenced by the School Improvement Federation. The articles that are to be sent to the newspapers should be electrotyped as this will practically insure their publication, as it would take much less work for the paper. Each teacher should see the local editors and get them interested in this great movement. Every teacher should give at least as much financial aid as the membership of himself and his friends whether teachers or not. Superintendents and principals are asked to co-operate in creating a sound educational sentiment throughout the state. It is hoped to have prominent educators make ad-

resses in different parts of the state and to have local educational mass meetings in every school district. The people must be brought more closely in touch with educational work. This organization is undertaking a line of work that is not being done in the state and that should be done for the good of the public schools. The membership fee is fifty cents per annum. If there is a county president-treasurer in your county send him your membership fee, and if there is not send it to Prof. J. H. Dickason, State Treasurer, Wooster, O. In either case you will receive a membership certificate. The school improvement is an educational missionary movement. Will you aid in the work? It will help every school district in the whole state if the teachers co-operate. Now is the time to work.

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## ARCHIMEDES.

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BY DR. J. A. CULLER, OXFORD.

Archimedes (Ar-ki-mé-dēz) lived about twenty-one hundred years ago. It is not known exactly when he was born, but probably it was in the year 287 B. C. The date of his death is definitely known — 212 B. C. During most of his life his home was at Syracuse, Sicily, where he was a close friend of Hiero the king.

Archmides was a Greek but he

lived after the Golden Age of Greece had passed. The Romans were at this time rapidly rising to power and were vigorously prosecuting the Punic Wars.

Archimedes cared little for wars or politics. He was absorbed in the study of mathematics. He probably studied at the University of Alexandria. Alexandria was a

famous city situated at the north-west angle of the delta of the Nile. Here, for nearly 300 years (323-30), was the center of Greek culture and learning. The famous Alexandrian library is said to have contained 700,000 volumes. Many Greeks of learning and genius were attracted to this place. It was here that Euclid, 300 B. C., made himself and his school famous by his work in geometry. His thirteen books are the basis of most works of geometry today.

Archimedes would here find the conditions suited to his genius and ability. He became deeply absorbed in the study of geometry, arithmetic, mechanics, and astronomy. He was not satisfied, however, with learning simply what others had already found out. He was possessed with a burning desire to find out new truths. He loved truth for its own sake. He cultivated the ability to concentrate his powerful intellect upon a subject until he had mastered it. As a result he became the greatest mathematician of ancient times. Much of his work is still extant and may be found in any large library.

There is no authentic portrait of Archimedes, so that we will probably never know just what his personal appearance was. There are, however, a number of stories which describe his methods of work, his disposition, and peculiarities.

He was almost entirely forgetful of himself. He would forget about

food. He would draw figures in ashes or in sand and bend every effort toward the solution of geometrical problems.

A man who works in this manner is often said to be *absent-minded*. A distinction should, however, be made between *absentmindedness* and *power of concentration*. An absent-minded person is one who does not give heed to the things which are happening about him nor is his mind particularly concerned at the time with any other subject. Archimedes was not absentminded. He was forgetful of many things because his mind was *concentrated* upon the one subject which he sought to master. It is a weakness to be absentminded, but it is a great virtue to have power of concentration.

Archimedes is probably better known for his investigations in physics than for his work in mathematics. He, however, considered his work in mathematics as the most important. He seemed to despise any application of his knowledge to money-making. He is the only one of the ancients who has made any satisfactory contributions to physical science. His work was principally on the subject of mechanics.

In all text-books of physics there is found what is called "The principle of Archimedes." This, stated concisely, is that any body immersed in a fluid is buoyed up by a force equal to the weight of the fluid displaced. This is as true of gases as



of liquids. Also a floating body will sink until it displaces a volume of liquid or gas equal in weight to the weight of the floating body.

Archimedes, as we have said, was a close friend of Hiero and was eager to do anything in his power to further the interests of his king. It appears that the king had ordered a certain goldsmith to make for him a golden crown or, as some say, a crown composed of certain proportions of gold and silver. He afterward suspected that the smith had substituted some of the baser silver in place of gold. The difference would not easily be detected by the appearance of the alloy and the amount of silver substituted could be such that there would be no difference in the weight of the crown. The king submitted the problem to Archimedes. Here then was an opportunity for the philosopher to put his knowledge to use for a practical end. He set to work with his characteristic determination. It is related that one day while he was in his bath where he noted the buoyant effect of the water upon his body, a method of solving the problem suddenly dawned upon him. He was so overcome with joy that he ran home naked, calling out, "*Eureka, eureka.*" These Greek words mean *I have found, I have found.*

What had he found? His argument would be something like this: The weight of the crown divided by its loss of weight in water will give its density, that is, its weight per

unit volume. The volume of the crown can then be easily found by dividing the total weight by the mass

$$\text{density. Volume} = \frac{\text{mass}}{\text{density.}}$$

In a similar manner the density of gold and silver may be separately determined, the former being 19.3 and the latter 10.5.

Suppose the whole crown weighs 400 g., then if  $x$  represents the weight of the gold,  $400-x$  will be the

$$\text{weight of the silver. } \frac{x}{19.3} \text{ will then be the volume of gold, and } \frac{400-x}{10.5}$$

will be the volume of the silver. The sum of these two volumes will be the total volume of the crown.

Hence

$$\frac{x}{19.3} + \frac{400-x}{10.5} = \text{total volume of crown.}$$

The value of  $x$  can easily be found from this equation.

While we would not now consider this a difficult problem, yet for the time of Archimedes it was enough to cause him great joy. No one had previously solved a similar problem. He had no books on the subject to which he could refer for help. He was obliged to *think it out.*

One of the famous sayings of Archimedes is *Δός μοι στῶ, καὶ Τῆν γῆν κινήσω.* That is, *Give me a place to stand and I will move the world.* By this is meant that any

force however small will move any body however large. The force, however, must be applied from some body outside the body which is being moved. A man cannot lift himself by pulling on his bootstraps. One cannot move a carriage by pushing upon the dashboard while he sits on the carriage seat. Action and reaction are equal and if both are within the same body, no motion will result. If one had a place to stand off the earth, he could move even so great a mass as the earth by pushing upon it with his little finger.

It is probable that much of the work of Archimedes has been lost but enough of his work in mathematics and physics survives to make his name famous.

The Romans finally laid siege to the city of Syracuse. The Roman general Marcellus pressed the siege for three years. During this time Archimedes devised many wonderful instruments of warfare which were effectively used in repelling the

enemy. The city, however, could not hold out against the persistent Romans. Syracuse was stormed in the year 212 B. C.

Marcellus had given orders that when the city was taken the sage Archimedes should be spared. The soldiers, however, were not able to distinguish him from other citizens. There are various accounts of how he came to his death. One account has it that he was deeply intent on a diagram which he had drawn in the sand and when the soldiers ordered him to follow them to Marcellus he refused to do so until he had worked out his problem. This angered the soldiers and they slew him.

Another account represents him as saying to the soldiers who came near, "Stand away from my diagram," whereupon the soldiers slew him.

Thus Archimedes died at the age of 75 years, but his works have lived to inspire others through all the centuries since that time.

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## SUPERVISION OF COLLEGE FRESHMEN.

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BY F. B. PEARSON, COLUMBUS.

North Central Association, Chicago, March 24.

This question presupposes some knowledge of college affairs by high school men, and *vice versa*.

This knowledge comes to high school men through their experience in college and from the students whom they send to college

year by year. They are competent to judge, therefore, from the standpoint of the student. It often happens that a boy leaves the high school to enter college with a record behind him that gives joy to his teachers and friends, and that

prophesies well for his future, but who, notwithstanding, fails in the first half year's work and returns home humiliated, if not disgraced. The high school man naturally and inevitably concludes that, with proper supervision and guidance, the boy might have been saved. Hence it is that he welcomes such an opportunity as this to become oracular in setting the college man's feet upon the right path, and bidding him go and sin no more.

Supervision of first year students in college should apply, it would seem, to three phases of activity, which are preparation for class work, athletics, and fraternity relations. The freshman is having his first taste of freedom, and quite naturally is somewhat intoxicated with it. Indeed, he finds himself in a veritable whirl amid his new experiences. His letters home, as well as his whole demeanor, betoken a condition of feverishness. This is not conducive to downright hard work, and so there is much time lost in the very beginning. He hasn't had a talk with his high school teachers since June, and their wholesome counsel has largely evaporated. Besides, in his present state of exaltation at seeing a college student in his looking-glass, these high school teachers are rather commonplace people, after all, and really deserve his sympathy, if not his pity. All this time the staid professor sits there awaiting the

coming of this freshman to his class fully conscious of his power to flunk him at the midyear. This professor is busy with the final proofs of the book he has written for use in high schools, and has barely time for his recitations, much less for the consideration of a mere freshman, no matter how feverish he may be. The greatest need of the boy just here is a friend, one who has been over the ground and who sees both sides of the question. Out of hard work must issue his salvation, and he needs a friend to show him how to attack the problem which a college course is supposed to solve. He needs to get his bearings at once, to become oriented the first day, and to do this he needs guidance. Student organizations sometimes help in this matter, but, generally, these organizations cannot follow up the work long enough for the best results. The boy loses time in trying to interpret the schedule and in discovering the lair of the professor, and the fever increases instead of abating. Moreover, in his present state of bewilderment, he is sorely tempted to assert himself in some way that his identity may not be wholly swallowed up in the student mass. It is difficult for him to realize that he is now at the foot of the ladder again, seeing that during the whole of vacation he has been cherishing the memory of commencement, with its flowers, congratulations, and be-ribboned

diploma. The transition has been sudden and abrupt, and the process of readjustment is not easy. Instead of going in through the narrow and difficult door of hard work, he is tempted to effect an entrance by means more easy and direct. Herein lies one of his greatest dangers, and right here he needs wise counsel.

This mental condition renders him particularly susceptible and responsive to the attentions of fraternity men, who, in advance, had been apprised of his coming, of his good record in the high school, of the high social status of his family, and of many other items that invest him with a sort of halo. Then ensues a period of "rushing," with all that the term has come to imply in these latter days,—a regime that taxes the time and strength, and often jeopardizes the class standing of the strongest and most earnest student. But what is a boy to do? He argues that these are fine fellows, that they are veterans in the service, and know the ways of college far better than the recruit, and that they will do nothing to impede his progress in all that makes for scholarship. The attentions they lavish upon him must, he thinks, be an earnest of their friendship for him and interest in all that concerns him. All this is before taking. Later on he may find these same friends chiding him on the score of poor work—calling unpleasant attention to

the frail superstructure he has built upon the foundation that they themselves helped to make weak. In athletics the same condition of affairs obtains. Everybody wants to win, of course, and here is the door through which the freshman may enter into the promised land. A fifty-yard run with a touch-down means immortality—at least till the mid-year examination. The trouble with this boy is that, being human, he fails to discriminate between major and minor, between what is temporary and that which endures. A bird in the hand is worth an aviary next February. Let us eat, drink, and play football, and trust to the tender mercies of the professors and the efficacy of a rabbit's foot for the future. This is the philosophy and this the practice of many a candidate for rustication at the mid-year. A fraternity badge and a game leg at Thanksgiving are the heavenly twins that bear him above and beyond the contemplation of such terrestrial things as mathematics, language, and science.

There may be solace to the professor in the thought that college is but the survival of the fittest, after all, but if some of the energy that is expended in getting students were devoted to saving to the uttermost those that are gotten, there would be quite as much glory to the colleges and the number of graduates would be largely increased. The cry of "Man overboard!"

seems not to disturb the complacency of the professor. When Huck. Finn told Jim of Solomon's avowed purpose to cut the child in two, Jim calmly replied, "Wat's de diffence? Plenty mo'."

It were far better to abandon freshman recitations for the first two or three weeks if athletics and fraternities are to take precedence, and thus prepare the way for failure, discouragement, and disgrace later on. Certainly, this one freshman is of more value than many sparrows, yea, even of more value than many victories on the athletic field, however great the value of these.

One thing that militates against the highest success of Freshmen is the fact that too many professors detach themselves from these students as persons. They know them as mere names. This is an advance, of course, over the penitentiary, which recognizes people by numbers only. There are professors who now do not know the faces of students who have been in their classes since last September. In one college a young woman went into classes and recited for her sister, and the ruse was not suspected by the professors. Small wonder, then, that the freshman comes to think that the professor and himself live in different worlds.

If the faculties of colleges were recruited from among high school teachers instead of Fellows, the freshmen would be the gainers. A

head full of knowledge is good, and a long list of degrees looks well in print, but the freshman would profit by an exchange of some of these for a heart full of kindly interest. The man who piles up a barricade of degrees against the freshman is missing a fine opportunity to do a service to his kind. If he would but make a breach in this barricade, walk through the breach, and take the freshman by the hand, the glory of this act would so illumine the degrees that they would be transformed as by spring house-cleaning. The best polish for a degree is made by taking equal parts of the milk of human kindness and the oil of gladness. Our country has injected the virus of democracy into Cuba, Porto Rico and the Philippines, and we are now ready to do a like service for the colleges and universities, and thus complete the ascending climax.

The whole problem of supervision will thus be solved. The student will become a personality, and no longer a mere specimen for the laboratory. There will be common interests between student and professor. When the professor descends from his hobby and walks in friendship beside the student, the student himself will cease to ride his "pony," and both will be the better for pedestrianism. The professor who knows the boys best, their work, their aspirations, their difficulties, their lives—this

professor has least to say in disparagement of the high schools and the preparation they have given to these boys. If all the professors knew the boys better, they would have greater respect for them and for the schools that prepared them, and they would be in position to make their college work more effective for citizenship.

It is surely possible to arrange the boy's time so that all the elements of college life may perform their rightful functions. These can, assuredly, be so correlated that class work will have the major place in the scheme of activities, and the other matters have adequate consideration as secondary affairs. Of course, this needs wise management. Nor need we be greatly concerned just here with the doctrines of predestination, free will, and all the rest. These are old enough to care for themselves. The question need not be obscured, either, by such terms as "paternalism," or "leading strings." These are aside from the main proposition, which is the boy himself.

It would seem to be quite possible for a professor to have under his supervision from fifteen to twenty-five students. He could meet these on the first day and go over the situation briefly, and with a kindly interest. He could get from them the data that he would

need, their daily programs, their home and college addresses, and such other information as might be desirable. Thus at the very outset these boys would feel responsible to some one in authority, and this responsibility would prove an anchor to them. This group could be brought together at stated times for conference and help, should help be needed. Thus the whole perspective of college life could be shown to the boy by one whom he knows to be his friend.

Princeton and Smith have begun this work, and, in every college may be found a professor here and there who is working at the problem; and wherever such a professor is found he is recognized as a leader of men, a man who has the confidence and esteem of the students, a man who inspires to good work and fidelity to right standards, and a man who is conspicuous in all college affairs. Nor will scholarship necessarily suffer by such a plan. The luster of the professor's degrees need not be dimmed by the process. Quite the contrary. Moreover, the students will emulate his example and yearn day by day to win for themselves a place in the great republic of scholars. And the college itself by such a course will proclaim to the world, "I am my brother's keeper."

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LET's lock up the house and all go up to Put-in-Bay June 26.

\* \* \*

THERE are three calls for the vacation: Put-in-Bay, Reading Circle and Institute.

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THE state examination will be held at Sandusky in the high school building June 20-22.

\* \* \*

THE people who take the state examination ought to wait over for

the Put-in-Bay meeting the following week.

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THE July number of the MONTHLY will contain a full account of the meeting of the State Association and will be sent to all members.

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If the reader of these words will send one dollar to Supt. L. E. York, Barnesville, he will send a membership card of the State Association, a valuable piece of property.

\* \* \*

It will cost the teachers only twenty-five cents to join the Reading Circle and it will be worth that to see Dr. Burns' face beam when we reach the ten thousand mark.

\* \* \*

If the teachers would sometimes say a kindly word to members of the Board of Education it would be a graceful act. They serve without pay and deserve more thanks than they receive.

\* \* \*

WE should like to see a larger number of the college people at the Put-in-Bay meeting. It would do all of us good to have them honor us with their presence and they themselves might pick up a few crumbs.

\* \* \*

THE city superintendent has a glorious opportunity to bring about a good, vigorous, healthy circulation among the teachers of his corps. These are times of awaken-

ing and the superintendent has a chance to let the fact be known.

\* \* \*

THERE are many teachers in Ohio who do not subscribe for any educational journal published in the state and we are often led to wonder if they have any special interest in the schools of Ohio over those of any other state. The article by Supt. Mardis in this issue states the case well.

\* \* \*

WE have every reason to believe that the teachers of Ohio have responded nobly to the calls for help from San Francisco and are willing to do more if necessary. Such a calamity makes a strong appeal to the sympathy of all right-thinking people. Teachers are not rich but yet they are not poor enough to refuse aid in such a crisis.

\* \* \*

THE country teacher who attends the Put-in-Bay meeting for the first time this year will go back home feeling that this work of teaching is far above and beyond his previous conceptions. His horizon will have been greatly extended and he will appreciate more fully the possibilities before him.

\* \* \*

THE teacher who feels the need of some one to answer the examination questions for him should hie him away to some good summer school so as to gain the ability to answer them for himself. Then he

can go before his pupils and hold his head up and not feel guilty as he urges the boys and girls to do their work without help from others.

\* \* \*

SOME school people were canvassing candidates for a vacancy in Ohio and when the name of one of the candidates was mentioned one of the company suggested that the candidate has many qualifications for the place but lacks proper professional spirit as shown by the fact that he is never seen at the meetings at Put-in-Bay. This seemed to settle the matter and his name was dropped.

\* \* \*

THERE is a sort of free-masonry among Ohio teachers that shows large for them. At every commencement exercise may be seen superintendents and teachers from neighboring communities who attend to show their interest in school affairs and encourage their neighbors. This is a noble spirit and it is just this sort of friendly interest that binds teachers together and makes them more potent in their efforts to broaden and deepen the scope of the school's usefulness.

\* \* \*

THERE is just a possibility that a slight increase in the railroad rate to Put-in-Bay may have a discouraging effect upon some would-be pilgrims to that shrine, but the increase will be so slight that it will



scarcely be noticeable. Then it ought to be recalled that we have probably saved more than this increase in our travel on the railroads since the two-cent rate went into effect. If we really want to go we can probably find the ready cash. Even at the small increase in rates it will prove a profitable investment to every teacher who is eager to keep up with the procession.

\* \* \*

MANY superintendents will be casting about for good teachers this summer and they will insist upon two things, viz.: a personal interview and a recommendation from one who knows. Both these conditions can be met by a trip to Put-in-Bay. The men who will be looking for teachers will be there and the men who know these teachers will be there also. Now, if the teachers who are seeking positions are only present the affair can be settled right there. This is just what takes place every summer at Put-in-Bay and this summer will be no exception to the rule. Put-in-Bay is and ought to be the great educational clearing-house for Ohio.

\* \* \*

VACATION is beginning to lure us with all its seductive blandishments and we are beginning to visualize hammocks, lakes, streams, rivers, oceans, forests, mountains and all the rest of this long list of vacationalities. The joy of vacation is

not always in direct ratio to the distance traveled or the amount of money expended. Our capacity for enjoyment is not increased by ascending mountains or descending shafts. It depends largely upon ourselves — our inner selves — and not upon externals. Some people will get more from a few weeks of study, or from the reading of a dozen books than others from a trip to Europe and the expenditure of hundreds.

\* \* \*

THE treasurer of the Ohio State Teachers' Association, Supt. L. E. York, of Barnesville, is ready right now to receive and receipt for membership fees, and his work will be greatly simplified if we send our dollars to him in advance. Yes, gentle reader, the writer of these words has sent his dollar and, therefore, he can urge this matter with a clear conscience and with good grace. We believe this is a good thing to do, and think it ought to be done without any urging. We are fully persuaded that, if superintendents will only call attention to the matter, the teachers will respond very readily and gracefully. We have a good opinion of the teachers of Ohio.

\* \* \*

SINCE the meeting of the N. E. A. has been postponed for this year it is quite fair to assume that the attendance at Put-in-Bay will be largely increased. Many were planning to go to San Francisco who

did not feel able to attend both meetings. Many of these will now feel inclined to go to Put-in-Bay and we have not the slightest doubt that they will feel that the time and money were well spent. This year's meeting will mark the beginning of the larger and fuller life upon which we all feel that the schools have entered and those who attend will thus show their desire and intention to march in the van in this great educational procession.

\* \* \*

THE time of stress and strain is drawing near for many school men in Ohio. There will be a goodly number of vacancies to be filled and a great many applicants for each vacancy. Now the applicant who disparages another applicant when speaking to a member of the board of education discounts himself and lessens his own chances of success. There is such a thing as professional courtesy and no board of education will take kindly to a man who lacks this quality. However eager the applicant may be for the place he can not afford to be less than magnanimous. Better for him to lose the place than to lose the respect of his fellows and his own self-respect.

\* \* \*

THE following counties had no representatives at the Put-in-Bay meeting last year: Adams, Brown, Carroll, Campaign, Fayette, Holmes, Meigs, Mercer, Monroe,

Morgan, Noble, Perry, Scioto, Trumbull, Vinton, Williams. Here are sixteen counties that were not represented at this meeting, and it will be noted that several of these counties are in the northern part of the state. In spite of the absence of these counties the attendance was unusually large and that was due to the fact that in many other counties the educational leaders did much work in the interest of this meeting. It would redound to the credit of the profession if every county should be represented this year.

\* \* \*

THE Board of Control of the Ohio Teachers' Reading Circle at the recent meeting adopted but one book in each subject and this action ought to stimulate interest in the work of the Circle. We shall have one book in Pedagogy, one in Literature, and one in Nature Study, and there is no teacher in Ohio who will not receive profit from reading these three books. Besides, these books are worthy a place in the library of any teacher and the small fee of the Reading Circle ought to be paid willingly, seeing that we get these books at a lower price through the agency of the Circle than otherwise. We hope and fully expect to see the membership largely increased this year.

\* \* \*

A COUNTY examiner has large opportunities for good or ill in connec-

tion with the duties of his office. If he is working to get votes for the judge who appointed him he has a chance to get them; but if he is working to build up a force of strong teachers in his county he will find himself put to the test pretty often. It all depends upon what he considers the duties incumbent upon him. If he considers a public office a public trust he will pursue one course of conduct; but if he considers it an opportunity to pay political obligations then his course will be different. It depends upon the man and his standards of education and life.

\* \* \*

ONE of the very pleasant features of the meeting at Put-in-Bay last year was the presence of so many wives, daughters, sisters and other sisters. They did have *such* a good time, too. Free from care, three good hotel *meals* a day with a soda-fountain right at hand, they sat about in the rocking chairs on the broad verandas and watched the waves disport themselves on the beach till their cup of joy overflowed. They just visited and visited till time for the next meal and then they visited some more. Then and there they all made a vow that they would go again this year and tell their friends about it too. So we shall expect to see them and the sight will be good for the eyes.

\* \* \*

ALL honor to the girls and boys

who are now graduating from the schools! They deserve all the flowers and presents and congratulations that are showered upon them. These come as a reward for work well done. Many of their friends have dropped out of the race from one cause or another, but they have persevered to the end. They have had their discouragements and sometimes the pathway has been beset with difficulties, but because they have surmounted all these they deserve the badge of heroism. So let them rejoice and even revel in this culmination of their school work and let us make them feel that we fully appreciate the glory of their achievement.

\* \* \*

WE have no apology to make for our repeated references to the work of the Reading Circle, for we are absolutely certain that it has done vast service to the cause of education in Ohio and can do much more. Through this agency the members have become readers and a teacher who is not a constant reader of good books and periodicals is an anomaly. This reading has been systematized by the Board of Control and many a teacher in Ohio can lay claim to an acquaintance with the standard works on pedagogy and other subjects mainly or wholly because of the Reading Circle. Many other teachers might be farther along in the profession had they but done the reading that has been prescribed.

THERE is one school in Ohio that paid last year as many membership fees to the State Association as there were teachers and that, too, in advance. Perhaps this is not feasible for every school, but it serves to show what is possible. In this particular school there was no arguing and no urging. The teachers are broadminded enough to realize that a State Association ought to be supported and that they ought to do their share. This is a wholesome sentiment and the teaching is no worse for it. These same teachers have recently had their salaries increased and, therefore, feel that it is well to support institutions that look after the school interests of the state.

\* \* \*

IN making contracts for another year teachers should always consider the rights of boards of education. The teacher who accepts an appointment at the hands of his board ought to feel under moral as well as legal obligation to that board. If he signs a contract and then proceeds to cast about for a position that pays better he is doing that which will compromise him professionally. Such a course is full of hazard, and no teacher would relish such treatment at the hands of a board of education. Indeed, the teacher would probably bring suit against the board for violation of contract. Better lose some money than professional honor and the respect of one's fellows.

THERE will be from four to six thousand Ohio teachers in attendance at the various summer schools and they will do earnest work. Now, whatever else they do, they should take at least one new study. This means advance and it is by this means that they will gain the maximum of profit. There may be some value in going over the same subjects year by year, but there is far more in essaying a new task. In this way they will become better scholars and also better teachers because they will have more sympathy with pupils who are beginning subjects. A new study in language, in science, in mathematics, or some other line will render their summer worth while.

\* \* \*

SUPT. E. M. VAN CLEVE has a noble lecture on the subject, "Getters and Givers." The order of these terms might be changed and still not destroy the suggestiveness of the caption. Either arrangement suggests a reciprocal relation between giving and getting. Many of us emphasize the getting, apparently losing sight of the fact that getting is conditioned upon giving. When we give we get — whether service, money, thought, or sympathy, and if we give little we get little. This applies to teachers as well as other people. If we expect large getting there must be large giving and the giving comes first. If we give time, money, and effort for

professional improvement we shall get something, and not otherwise.

\* \* \*

OVER and over again we have been importuned to enter into combinations with other publications in order, as they say, to increase the number of our subscribers. All these overtures have been given a courteous but positive refusal. We are not engaged in any catch-penny scheme. We strive all the while to give our readers full value for their money and are persuaded that they would discount our good intentions were we to enter upon the practice of offering cheap inducements for subscriptions. If the MONTHLY isn't worth a dollar a year to a teacher it isn't worth anything to that particular teacher and if it is worth a dollar he doesn't want a tin whistle or a package of chewing-gum thrown in.

\* \* \*

WOULD that good-nature were as contagious as measles! Wouldn't it be fun to see the captious, critical, querulous, cynical, ill-natured brother or sister catching it? Take one of these rare individuals who is "as convivial as a statue and as well-informed as a spelling-book," wouldn't it be a novel sensation to him to feel the thrills of good-nature rioting through his system! What's the use, anyhow, of applying a large discount to everything the other person does or says? It may tickle our own vanity and give

a momentary lilt to our own feeling of superiority. But *cui bono?* It is far more fun to believe that the other person is right than to believe him always wrong.

\* \* \*

WE have been striving to make the MONTHLY worthy the support of the teachers of Ohio, and have had many assurances that our efforts have been appreciated. It is our earnest desire to make the MONTHLY strong enough to stand alone, and, hence, we have not felt called upon to make combinations with other publications in the hope of swelling our subscription list. This list has been increasing without such props and we feel that the teachers will agree that if the MONTHLY isn't worth a dollar a year it isn't worth anything. We are striving for quality rather than cheapness in the belief that the great body of Ohio teachers are willing to pay for a journal that worthily represents them and the work they are doing.

\* \* \*

THE institute season is coming on and there will probably be no more contests to determine whether teachers can draw pay for attendance. The courts have settled that matter within the year past, and, in all probability, no one, however disgruntled he may be, will have the temerity to take issue with the decisions. Hence, teachers may feel assured that their pay for attending

will be forthcoming. This fact ought to make the attendance larger than ever before and our faith in the earnestness of Ohio teachers leads to the conviction that they will strive more earnestly than ever to see to it that the institute shall be profitable to themselves and, therefore, to the people whom they serve.

\* \* \*

TEACHERS who want to have the mere name of subscribing for some educational journal and are casting about for the cheapest one will probably find that they can get them very, very cheap. The same is true of shoes, hats, books, everything. If quality counts for nothing, then there need be but a small expenditure of money. But cheap books and papers argue cheap teachers, and people about us estimate us by what we read. There are plenty of cheap papers to be had if teachers want that kind, and want to be estimated as readers of that kind. The teachers themselves must make the choice. If they can't tell the difference between the good and the cheap, well, in that case, it matters but little either way.

\* \* \*

It is just possible that one teacher of the twenty-six thousand in Ohio will show a willingness to make a contract for less than forty dollars a month in order to make sure of the place. Such a teacher, if there should be one, will be discounted by the board and by all other teachers.

He will brand himself as cheap and tricky and will have difficulty in escaping opprobrious epithets. We now have a good law and it is the part of good sense and good business for the teachers to give this law their hearty support in order to win for it the respect of board members and the people at large. Anything short of this is a species of professional treason and will be so regarded by all fair-minded people.

\* \* \*

ROSETTI says "Some die not, never having lived, but cease." Work, of course, is a condition precedent to life. Still there are those who work who seem not to live, at least in any very marked degree. They are imperturbable, complacent, almost inanimate. What they expect to do with eternal life when they make such poor use of the temporal is past comprehension. They can't laugh, they can't cry, they can't get angry, they can't enjoy so far as outward manifestations indicate. A tread-mill is a riot as compared with them. They droop along from one day to another without seeming to have any vital part in what is going on about them. When they die they will simply "cease." The world calls them "dead ones" even though they eat three meals a day and draw a salary. One of these "dead ones" in a school-room amounts to a calamity. Young life cannot be inspired by such deadness. Better for the chil-

dren to be roaming in the fields and forests than to be in such a school. But these people are thoroughly satisfied with themselves and this fact but emphasizes the fact that they lack life.

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LAST year at the Put-in-Bay meeting Prin. T. C. Madden bore the whole weight of responsibility for Clinton county and Supt. H. S. Piatt did a like heroic service for Coshocton. Supt. E. B. Cox saw a similar fate staring him in the face and so drafted his son Lewis into service to help uphold the standard of Greene. Supt. H. T. Silverthorn endured the heat and burden alone for Hocking and Supt. S. P. Humphrey did the same for Lawrence. As a reward for his fidelity he drew from the "grab-bag" a state examinership. This story teaches that fidelity has its reward. Supt. F. J. Stinchcomb carried the banner for Paulding and W. F. Kershner for Putnam and everybody was glad to see these two courageous heroes. Supt. L. C. Dick was about to start alone to represent Madison when his loyal sister, fearing he might get lost in the shuffle, came to the rescue. Supt. Chauncey Lawrence went on sister-less to save the honor of Pike. H. B. Mulholland alone saved the banner of Wyandot from trailing in the dust. Supt. T. W. Shimp and Supt. J. P. Sharkey rescued Van Wert from oblivion and Supt. Sharkey drew a plum in the

shape of membership on the Board of Control. Supt. Shimp got his reward from the consciousness of having done his duty. All these soloists deserve great praise for their heroic endeavors in behalf of their counties and this year they should all be permitted to eat at the first table.

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#### EDUCATIONAL NEWS.

— Supt. O. E. Duff of Lafayette, two of his graduates and three of his teachers are all attending Lima College, doing advanced work. It is evident that all the members of this goodly company believe in themselves and also in Lima College.

— Supt. J. A. Shawan of Columbus has been re-elected for a term of two years and his salary increased to \$4,000 a year. It is evident that the board has caught the spirit of progress that has come to bless Ohio.

— Supt. C. L. Martzloff of New Lexington has been going to and fro and up and down lately making commencement addresses. He will enter Ohio University as student and teacher in September.

— Supt. Wm. A. Forsythe and Prin. Etta Richards of Malvern graduated three boys and two girls May 18th. The diplomas were presented by Rev. W. C. Munson.

— Miss Kate Wersman, one of the most faithful and efficient

teachers of Somerset passed away May 11th and her going cast a deep shadow of sorrow over the entire community.

— Dr. Albert Leonard, editor of the *Journal of Pedagogy*, spent a part of May among his many Ohio friends. He was born and reared in Fairfield county and so has a warm spot in his heart for Ohio and her people.

— C. R. Weinland, formerly superintendent at West Elkton, will complete his college course at Otterbein this month and will then be available for school work again. He is one of the best and fortunate the school that secures his services.

— Hon. E. O. Randall will deliver the annual address at the commencement of the Columbus high schools June 15. The number of graduates will be somewhere near 250.

— L. F. Gates has resigned his position as western manager for D. Appleton & Co. at Chicago, and E. A. Schultze has been promoted to the vacancy.

— Supt. Charles Hauptert recently gave to his teachers these general suggestions for teaching arithmetic: 1. Lessons should begin in the concrete and end in the abstract. 2. Proceed from the known to the related unknown. 3. Proceed from the simple to the complex. 4. Processes should precede rules. 5. As far as possible teach primary concepts objectively or by illustration.

6. Emphasize the essentials. 7. Oral and written exercises should be combined. 8. Cultivate the habit of accuracy, rapidity, and neatness. 9. Cultivate the habit of mental alertness in both teacher and pupil. 10. Constantly combine in proper relations these teaching processes: instruction, drill, and testing. 11. Apply the Law of Review. 12. Cultivate a wholesome interest in arithmetic work by relating the work to the every day interests of the pupils. 13. Insist upon much blackboard work. 14. Clear and correct ideals should inspire the teacher. 15. The method, or text-book, is subordinate to the teacher.

— Several years since a new principal took charge of the Mt. Vernon High School. He filled the position so well that, when a vacancy occurred, he naturally passed right on up to the superintendency in that city. Everybody recognized that he had earned the promotion. Seven years of competent, faithful service in that position gave him a reputation all over the state and last September his address was changed to Supt. J. K. Baxter, Canton, Ohio. The first year of the three-year term to which he was elected is drawing to a close and the new superintendent of that rapidly growing city with its corps of teachers numbering nearly 200, has "made good" in every particular. His fidelity to duty and square dealing



have won the respect and confidence of board of education, pupils, teachers, and patrons.

— Supt. H. T. Silverthorn and Miss Kate Bowlby, principal of the high school, are very much elated at the victory of the Logan representative at the oratorical contest at Circleville, May 4. Miss Josephine Henderson was given first place. Her subject was "Children of the Shadow."

— H. C. Eldridge, who supervises the music in Miamisburg and Franklin, has won golden opinions by his excellent work this year. The people have come to expect nothing but the best from him.

— Supt. E. V. Bowers of Gahanna graduated a fine class of six, three boys and three girls, May 4. The Williamson Sisters furnished delightful music.

— Mrs. Margaret Dennis Vail and Mrs. Gertrude Day Eldridge will conduct a vacation school for teachers at Worthington beginning July 9 and continuing five weeks. Both these ladies have had large experience in public and normal school work and are well qualified to do well the work they are planning.

— Supt. H. D. Grindle, of Paulding, has been unanimously re-elected, just as everybody expected.

— Prin. H. E. Hall, of Mansfield will conduct a party of students to

the University of Minnesota seaside summer school at Port Renfrew in British Columbia in the summer of 1907. The school is designed especially for students of zoology, botany, physical geography, and geology. Mr. Hall is the right man in the right place.

— Prin. H. H. Reighley of the Manchester high school will rest from his labors during vacation at Winchester.

— Prin. O. P. Voorhes of Cincinnati made a ringing speech at the Hamilton meeting urging the teachers to attend the Put-in-Bay meeting. He is one of the valiant leaders in his bailiwick and Hamilton county always sends a large delegation. They expect to have fully a hundred present this year.

— Supt. Arthur Powell of Middletown escorted forty-five of his teachers to the meeting at Hamilton in a special car. The teachers down that way believe in attending such meetings.

— Supt. P. C. Zemer of Napoleon has been re-elected for a term of two years by unanimous vote of the board of education.

— Supt. H. H. Hoffman of Oak Harbor has been re-elected for a term of three years. The entire corps of teachers has been re-elected also. There were eight graduates May 29. The high school enrolled 80 pupils, of whom 20 were tuition pupils.

— Supt. F. Schnee of Cuyahoga Falls, after many years of faithful and successful service, will retire at the end of the present year.

— Supt. Alfred Ross of Bethel township, Clarke Co., graduated a class of seven at Forgy May 8.

— Supt. N. D. O. Wilson of Bowling Green, has been re-elected for a term of three years at \$1,800, which is well for Bowling Green.

— The "Educational History of Ohio," which was written by Dr. J. J. Burns, may now be had for five dollars by addressing The Historical Publishing Co., 230 East Town St., Columbus, O. It will be recalled that this work sold for twenty dollars originally, and this special price of five dollars is now made to dispose of what remains of the edition at once.

— The teachers in the Rio Grande College summer term, June 18 to July 27, will be Dr. J. M. Davis, Prof. J. D. Holcomb, Prof. D. A. Ward, Prof. G. S. Bohanon and Supt. S. H. Bing.

— Supt. F. H. Warren of Hillsboro has been re-elected for a term of two years to the great joy of the people.

— We are in receipt of the program for patriotic exercises in the public schools in the Territory of Hawaii. This program was compiled from suggestions by fifty teachers of the Territory, in com-

petition for a prize of \$50 offered by Senator L. L. McCandless. Miss Emma C. Lyons of Honolulu was awarded the prize. The cover is adorned with the flag in colors and the head of Washington.

— One of our readers speaks out as follows: "I do hope the executive committee will not take the Central Association out of the state and not even out of our territory."

— Supt. L. E. Everett, of Uhrichsville, had ten graduates May 18. Prof. J. H. Snyder of the School Commissioner's office delivered the class address.

— Tiffin and Bowling Green high schools debated the question of increasing the navy May 4 — with the decision in favor of Tiffin. Supt. Wilson and Prin. Dietrich went home working hard on good resolutions for next time.

— Supt. G. M. Hoaglin graduated four boys May 9 and Dean H. C. Minnich of Miami gave the class address.

— Supt. B. O. Martin and Prin. G. L. Brown of North Baltimore graduated a class of eight May 17. Two members of the class debated the question of immigration in lieu of orations.

— Supt. C. S. McVey of Woodsfield graduated a class of eleven this year, five boys and six girls. Dr. C. C. Miller, president of Lima College, gave the class address.

— Supt. W. H. Elson, of Grand Rapids, Mich., has been elected to the superintendency at Cleveland at \$5,000. It is to be hoped that there may be no repetition of the former experience.

— Supt. F. A. Sheets of South Solon graduated a class of nine May 16. President Heckert of Wittenberg gave the address.

— Supt. F. P. Housholder of Utica has been re-elected and his salary increased to \$1,000. He's eighteen carats.

— Supt. J. L. Fortney and Prin. L. D. Brouse of Camden graduated a class of seven May 18. Prof. A. B. Graham gave the class address. Rev. Albert Day preached the class sermon May 13.

— Supt. H. O. Young of Beallsville, has been re-elected for the coming year at an increase of salary.

— Mrs. Gaskell's "Cranford" has been added to their list of twenty-five cent classics by the Macmillan Co., Chicago. This is a good story to take along on a trip.

— We have received official notice of the fact that the *Ohio School Journal* has suspended publication.

— Supt. Richard E. Tope and Prin. Wm. N. Davis of Oak Hill graduated a class of three boys May 14th.

— Anthony Hope says "Economy going without something you do want, in case you should some day

want something which you probably won't want."

— Mr. Blank we are poor and haf just bought poperty and it is going to take all we can do to get it pade for, and if I can get my Boys in to work at sompthing could they quit School I would keep then in School. but I haf moved a good meny times, and thought I had seen poor School but ——— beets them all our Boys haf went a bout 2 weeks and havent lurnt one thing just go and set in there seet there teacher pays no atention to then. and ther Books seems like there is no sence to then. the Boys brought home the Arithmetic and there Pa is right good in figres but said he couldnt see no sence in then there was no tables nor any thing for any one to go by. and the 5 roon Teacher wont show the Children when they do ask her. she told then Monday she wouldnt tell then any more till Wensday. I would like to kow what a Teacher is for if it aint to tell the Children and show then things they don't kow I do think you have the poorest Teachers and School we have ever got in to and I am sory to for I did want to give my Children Education I haf too small Children to go to school and I hate to think of sending then Here. I bet your Teachers couldnt teach in ——— Co. nor ——— Co. and do like they do here. they take Interest in there Scholars our Boys says the Teacher dont do any thing

but set and right letters. and read books to them that dont lurn the Children. but they put in there tine and get big pay. let me kow a bout the Boys quitting if they get work for they aint lurning any thing nor wont.

—Supt. C. W. Gunion of Appleton graduated three boys and two girls May 8th. The orchestra of Alexandria furnished the music. Supt. Gunion received nearly thirty dollars in prizes for school work at the fair last fall, which was spent for books. Centralization is gaining friends rapidly in that section.

—Supt. Odell Liggett of Watkins has been re-elected, which has become a habit with his board of education.

—Supt. Fred V. Bouic of Warrensburg graduated five boys and one girl May 9th. Excellent music was furnished by the Orpheus quartette of Delaware.

—Supt. L. J. Bennett of Covington graduated a noble band of twenty-two young people May 17.

—Prin. Stanley G. Zemer has been re-elected to his position at the head of the South Charleston high school. The teachers were all re-elected with two exceptions.

—Supt. J. K. Condon of Harrisburg graduated four boys May 10. The whole program was well conceived and artistically executed and showed Supt. Condon to be a real leader. The Otterbein Male quar-

tette furnished excellent music as they always do.

—O. H. Charles, assistant in the high school at South Charleston, has declined a re-election in order to complete his college course at Otterbein next year.

—Supt. C. H. Young of King's Mills graduated four girls and one boy May 18th. The class program was a reading in five parts interspersed with excellent music.

—Supt. R. W. Solomon of West Mansfield has been elected to the superintendency of Cuyahoga Falls to succeed Supt. F. Schnee, who declined a re-election.

—Supt. J. B. Mohler of Orrville has been elected superintendent at Berea.

—Supt. E. P. West of Wilmington has been raising new buildings, standards and salaries this year. He graduated a noble class of 29 June 1. Dr. W. O. Thompson gave the address.

—Supt. C. L. Martzloff of New Lexington graduated a class of six May 21. In lieu of orations the class gave a dramatization of the "Courtship of Miles Standish."

—Supt. W. T. Trump of South Charleston graduated three girls and one boy May 25. S. A. Long of Dayton gave the class address.

—Prin. Wells L. Griswold of the Rayen High School, Youngstown, has 635 pupils, 48 per cent. of

whom are boys. His senior class has 35 girls and 35 boys.

— Supt. E. L. Mendenhall of the "Home" school, Xenia, made an experiment recently in spelling. The four words *speak, immediately, dining* and *luxury* were pronounced to the first year high school pupils and the result—but we refrain. Better try it in your school.

— Prin. J. B. Wright of the Wilmington high school has been elected superintendent at Harveysburg and he is succeeded by F. D. Blair. Thus two are made happy.

— The following program was carried out at the Stark-Wayne Bi-County Association, held at Canton, April 28: Nine O'Clock — Music. The Study of Literature in the Grades, Prin. Frank D. Stulz, Alliance. Discussion opened by Miss Maude Shamp, Wooster. The Central Nervous System, Its Training and Development, Prin. L. S. Hopkins, Massillon. Discussion opened by Mr. C. P. Alexander, Canton. Music. Address, "Some Natural Characteristics of the True Teacher," Hon. O. T. Corson, Columbus. One O'Clock — Music. Factors, Prin. Manley S. Clark, Massillon. Discussion opened by Miss Zorah D. Caskey, Orrville. Music in the High School, Miss Gertrude Plank, Wooster. Discussion opened by Mr. W. H. Chenot, Alliance. Music. The Functions of English in the Elementary Schools, Mr. H. M.

Shutt, Canton. Discussion opened by Mr. E. F. Weckel, Canton. Two Part Sketch, "The Lawyer's Advice" (in costume), Prof. and Mrs. Harry Raymond Pierce, in charge of Oratory Department, Mount Union College, Alliance. Election of officers for the ensuing year. One "feature" not announced was the parade of "Pawnee Bill's Wild West Show," which was witnessed by the adjourned association. It was a great pleasure to be present to join in the exercises and see the parade.

— Supt. S. H. Maharry of Shelby is one of the most "elected" men in Ohio. Within the past year he was elected for life by a good woman who is looking after his training with great fidelity and success, and recently the board of education at Shelby re-elected him for four years at a liberal increase in salary. A visit to his school not long since found him and his teachers, pupils, and patrons working in the utmost harmony.

— The May issue of the *Teachers' College Record* contains an interesting article on "Teaching Children How to Study History," by George Edward Marker. Each pupil kept an historical note-book into which were copied outlines of the work passed over as well as pictures illustrative of the different periods studied. Many of the best illustrations were taken from *The Four-Track News*, an illustrated monthly

magazine of travel and education, published by George H. Daniels, 7 East 42nd Street, New York City.

— A recent visit with Supt. C. L. Cronebaugh of Massillon warrants the statement that he is proving himself a worthy successor of Commissioner Jones, who directed the educational policy of this beautiful and prosperous city for more than thirty years. Superintendent Cronebaugh is winning his way by fidelity to duty and hard work in the schools. As a recognition of his worth and standing as a school man he was elected president of the Stark-Wayne County Association at its session last fall, and president at the meeting in Canton, April 28. In Principal Hopkins of his rapidly growing high school Mr. Cronebaugh has a highly valued and successful assistant.

— For thirteen years Charles Hauptert has superintended the schools of Wooster, Ohio, and no man in the state is more universally respected in his community than he. His teachers can always rely upon him professionally and as a friend. Everybody knows just where to find him and as a result everybody has confidence in him. It is a rare privilege to talk to his high school, presided over with tact and skill by Miss Lura B. Kean, and numbering 250. When the eighth grade nearly a hundred strong is mixed with the high school, the resulting compound

is characterized by an enthusiasm which can not be excelled.

— E. M. Craig, formerly superintendent at Sabina, graduated in medicine June 1 and is now a full-fledged Aesculapian. While pursuing his studies he has been principal of one of the evening high schools of Cincinnati and has won distinction in that line.

— Supt. E. L. Daley of Atlanta graduated three girls May 23. The Williamson Sisters of Columbus furnished delightful music.

— Geo. A. Lambert of Anderson, Ind., recently gave \$25,000 to Otterbein University at Westerville with which to erect a music and art building.

— Miss Frances Alexander, of the Bellefontaine high school, won first place in the oratorical contest at Urbana, May 18. The other schools represented were Springfield, Troy, London and Xenia.

— Prof. W. W. Boyd attended the recent meeting of the Presbyterian General Assembly at Des Moines, Iowa, as a delegate from Columbus.

— President W. F. Pierce, of Kenyon, has announced the gift of \$25,000 from Andrew Carnegie for the education of worthy young men who are unable to meet the expense of a college education.

— The *Moderator Topics* says: 'Tisn't our say, but just the same all Michigan would rejoice if Prof.

S. D. Fess were to be made Michigan's University extension lecturer on history. That would go a long way toward repairing the loss of Prof. McLaughlin.

— Columbiana county school officials are insisting that agriculture be given a prominent place in the curriculum of the country schools. Good idea.

— The Columbus association elected the following officers May 19: President, Prin. C. S. Barrett; Secretary, Miss Mary Ross; Executive Committee, Supt. J. A. Shawan, Miss Olive Flowers, and C. H. Fullerton.

— Supt. E. J. Ramey, of Butler, graduated one girl and three boys May 26. The address was given by Hon. F. B. Willis, of Ada.

— Supt. James Ross, of Fort Recovery, graduated a class of 11 May 29. President Alston Ellis, of Ohio University, delivered the class address.

— President J. M. Davis, of Rio Grande College, has recently received two donations of valuable books for the college library, one from John Wanamaker and the other from Supt. S. H. Bing, of the Bidwell Porter schools.

— Supt. C. A. Krout, of Tiffin, will graduate ten girls and seventeen boys June 14. Neither lucrative positions nor cigarettes lure the boys from the high school up that way, it seems.

— Supt. L. B. Demorest, of Marysville, graduated a class of twenty-two May 31. Dr. C. C. Miller gave the address. We see the fine classical mind of Supt. Demorest in the class motto: *Possumus, quia posse videmur.*

— A Sunday School Institute will be held for two weeks July 23 to August 4 in connection with the summer school of Marietta College. Eminent instructors will have charge of the work. Full particulars may be had by addressing President Alfred T. Perry, Marietta.

— Supt. D. W. Macklin, of New Albany, graduated three boys and two girls May 17. The Alexandria orchestra furnished the music and Mr. Wilson, a former teacher, presented the diplomas.

— Lisbon carried off the honors in a field day contest of the schools of Columbiana county May 19. Supt. Lambert must believe in brawn as well as brain.

— Supt. W. E. Lumley, of Paris, Tenn., has had a most prosperous year. He graduated ten boys and twelve girls, the largest class in the history of the schools. He is now at the head of the Teachers' Reading Circle, and watches very closely the progress of events in Ohio as portrayed in the MONTHLY.

— J. D. Harlor, manager of the Ohio Teachers' Bureau, Columbus, informs us that he has more posi-

tions for men teachers than he can fill. There seems to be a loud call for good science teachers especially.

— The annual catalogue of Ohio State University shows an enrollment of 2,157 students for the year just ending.

— Prin. H. Claude Dietrich, of the Bowling Green high school, has been re-elected and the salary increased from \$1,000 to \$1,150. The increase of the salaries of the high school teachers ranges from \$135 to \$150.

— The Northeastern Ohio Association held the final meeting for the year at Ashtabula May 25 and 26. Supt. F. H. Kendall, of Painesville, conducted a very spirited round table discussion Friday evening. The speakers on Saturday were Supt. R. P. Clark, Ashtabula, Supt. W. H. Kirk, East Cleveland, President Geo. B. Rogers, Berea, and J. H. Kraig, Ashtabula.

— The Wood County teachers had a good meeting at Bowling Green May 12 with an excellent program and spirited discussions. Those on the program were Supt. B. O. Martin, North Baltimore; Supt. D. E. Black, of Prairie Depot; Mrs. Nellie Sharp, of Weston; Miss Pearl Slessor, of Bays; and Supt. J. T. Begg, of Columbus Grove, who spoke on centralization, and found his audience in hearty sympathy.

— Supt. E. O. McCowan, of Proctorville, has been re-elected

for two years at \$700 and \$750. He began two years ago at \$600, and so is getting on nicely, thank you. He graduated a class of six May 8, and Prof. J. H. Finney gave an excellent class address.

— Supt. F. H. Flickinger and Prin. O. C. Hursh graduated nineteen May 25. Hon. W. H. Meck gave the class address. The class day program consisted of two dramatic presentations by members of the class.

— Supt. N. D. O. Wilson and Prin. H. Claude Dietrich, of Bowling Green, graduated nine boys and seven girls May 24. One feature of the program was a Meeting of the Citizens' Reform Club, another a debate, and still another a scene from "The Little Minister."

— Supt. D. A. Ferree, of Martinsville, graduated six May 24. The class motto was "Not at the top but climbing." Supt. A. I. McVey, of Blanchester, gave the class address.

— Supt. Stanley Lawrence, of Ashville, and Miss Grace McMullen, assistant in the high school, have been re-elected. This high school is unique in that it is controlled by three boards of education — the village and two township boards. It is open to all pupils in these three districts, and it bids fair to be one of the best in Ohio, seeing that the members of the various boards are all progressive men and



all heavy tax-payers. The teachers are the right people, too.

—Supt. Chas. M. Davis, of Berlin Heights, graduated three May 26. Dr. C. C. Miller gave the address.

—Prof. Frederick Treudley, of Ohio University, addressed the teachers of Columbus and Franklin county May 18.

—Supt. H. E. Hall and Prin. F. R. McLaughlin, of Cygnet, had a class of eight May 25, all of whom took part in a symposium which formed a most unique program.

—Supt. J. J. Bruehlman, of Whitehouse, graduated a class of four May 25. The class address was given by J. O. Shelburne.

—Supt. Wm. McK. Vance, of Miamisburg, graduated fourteen May 24. Supt. J. W. Carr, of Dayton, gave the address. The Class Night program was given May 23. The general subject was "Industrial Miamisburg," illustrated with stereopticon views, each member of the class explaining the views of some one local industry. Naturally the interest was intense.

—The three books adopted for the Reading Circle are "Rational Living," by President Henry C. King, of Oberlin, "Practical Agriculture," by Charles C. James, Deputy Minister of Agriculture for Ontario, and "American Literary Masters," by Leon Vincent, the celebrated writer and lecturer.

—Supt. A. F. Waters, of Georgetown, graduated a class of ten May 23. The principal of the high school, Miss Susan Cockerill, has made a fine record this first year.

—Frank R. Dyer, Assistant State Superintendent of Kansas, writes as follows: "The MONTHLY for May surpassed previous good editions. I read it all, including advertisements. Congratulations to Ohio boys on recent school legislation. The old State is doing good service."

—Supt. Frank E. Wilson, of Continental, graduated a class of nine May 24. Prof. L. O. Lantis, of Miami University, gave the class address.

—Supt. G. W. Hoffman, of Delta, graduated a class of twelve May 24. Hon. S. K. Ganiard delivered the address.

—Supt. M. J. Flannery and Prin. T. C. Madden, of Sabina, graduated a class of eleven May 22. The program consisted of a scene from Schiller's "Maria Stuart," Howell's "The Garroters," two orations and good music.

—Supt. F. S. Coultrap and Prin. Miss Zella Foster had a beautiful an inspiring commencement May 18th. Mrs. George de Camp, supervisor of music, conducted the music, consisting of choruses by pupils, and Judge E. D. Sayre presented the diplomas in an address that was an eloquent appeal for

right standards of living. One charm of the occasion was that Supt. Coultrap seemed about the least busy of any, and yet one knew that his was the master hand, though it was not visible.

— Ruskin attributed his success in literature in large measure to the fact that his mother had him memorize the following passages of the Bible: Exodus, 15, 20; 2 Samuel 1, 17-27; 1 Kings 8; Psalms 23, 32, 90, 91, 103, 112, 119, 139; Proverbs 2, 3, 8, 12; Isaiah 58; Matthew 5, 6, 7; Acts 26, 1 Corinthians 13, 15; James 4; Revelations 5, 6.

— The weak teacher who yearns to see some one's answers to the uniform questions would probably not be deterred from this course if a hundred of his friends should tell him that the process makes him weaker. He prefers to "climb up some other way" even though he might go in "through the door."

— Prin. E. P. Childs, the new Secretary of the Central Ohio Schoolmasters' Club, may congratulate himself if he succeeds as well in the duties of the position as his predecessor, Prin. C. D. Everett.

— Meredith Kindler, formerly superintendent at Sugar Grove, has been elected to the principalship of the high school at Pataskala.

— Supt. N. E. Hutchinson, Kenton, Supt. I. C. Guincher, Galion, and Prin. F. D. Tubbs, Marion, were the judges at the literary con-

test between Richwood and Milford Center May 4. Everybody seemed pleased with the decision.

— Supt. Geo. W. De Long, of Corning, graduated a class of eight May 22. President Eichenbaum, of the board of education, presented the diplomas.

— Supt. C. M. Grubb, of Howard, graduated a class of three boys and four girls May 23.

— Supt. A. F. Darby, of Osborn, graduated four pupils May 25. Dr. E. M. Craig delivered the address.

— Supt. T. W. Shimp, of Delphos, had a class of thirteen to graduate May 24. Dean H. C. Minnich gave the address of the evening.

— Supt. John M. Reason, of Weston, held his commencement May 25, and graduated a class of seven. The address was given by Rev. R. D. Hollington.

— The seniors of East High School, Columbus, under the direction of Miss Jane D. Sullivant, gave Beaumont and Fletcher's "The Knight of the Burning Pestle" May 18 and 19. This play was given by Leland Stanford University students a few years ago.

— Superintendents' Round Table meets at Miami University during summer term. O. J. Kern, of Winnebago county, Ill., will conduct the meeting from July 16 to 21.

—Prin. A. H. Etling, of the Orrville high school, has been promoted to the superintendency which is a worthy recognition of his excellent services.

—Supt. J. E. Collins, of Batavia, has been elected to the superintendency at Fremont to succeed the late Supt. W. W. Ross. Supt. Collins is one of the most effective of the younger men in Ohio, and Fremont is most fortunate in securing his services.

—W. E. Kershner, formerly superintendent at Columbus Grove, and later agent for J. B. Lippencott & Co., has been designated by the Board of Control to handle the books of the Reading Circle. His address is 139 West 9th Ave., Columbus.

—Supt. A. D. Beechy, of Norwalk, has been re-elected for a term of two years. At the same meeting the board of education fixed the levy at ten mills to meet the expense of another teacher in the high school and the addition of German.

—Dean H. C. Minnich, of Ohio State Normal, has been in great demand to speak at high school commencements. He addressed the Germantown class May 15th. His subject was "The Greatest Public Economy."

—Prin. J. F. Smith, of the Findlay high school graduated a class of 52 May 25. Of this number 23 took the classical course. Prin.

Smith has done much extra work during the illness of Supt. Zeller, and would be willing to do far more if by that means he could lighten the burdens or alleviate the sufferings of his noble chief.

—The board of education at De Graff have arranged for another teacher in the high school next year, making five in all. This is a board that keeps doing things.

—Miss Alice Robinson, Art Instructor, O. S. N. C., was in attendance at the Western Drawing Teachers' Association in Chicago.

—A very creditable display of Manual Training and Art Work, including sewing, was held recently in the Oxford public schools under the supervision of Prof. Davis and Mrs. Angell.

—Supt. E. V. Stephan, of Mt. Oreb, graduated a class of eight May 18. Dr. E. M. Craig, of Cincinnati, delivered the address.

—The Crawford county teachers held their final meeting for the year at Crestline and listened to two excellent addresses by J. H. Snyder, of the School Commissioner's office, and Prof. J. H. Dickason, of Wooster.

—Supt. W. H. Angel, of Denison, graduated a noble class of thirteen May 24. Supt. E. M. Van Cleve, of Steubenville, delivered the class address.

—The Alumnae Association of O. S. N. C., Oxford, will hold their

annual reunion and banquet in Hepburn Hall, June 11th, following the commencement exercises.

— There are twenty-three graduates from the Ohio State Normal College, Oxford, eighteen in the two year course and five in the College of Education.

— Supt. N. H. Stull, of De Graff, graduated a class of fifteen May 22. This is one of the very best schools in Ohio in a town of this size.

— The Board of Control will make a vigorous effort through W. E. Kershner to make much more of the pupils' reading circle, and it is to be hoped that all superintendents and teachers may give this worthy movement their cordial support.

— Miss Margaret Davis, who has held the position of Supervisor of Music in the Pomeroy schools for the past four years so successfully, has been recently retained as assistant in the department of Music in the summer term at Miami University. Miss Davis will assist the able Dr. S. S. Meyers in this department. We congratulate Miami in the selection of such capable instructors.

— Supt. H. D. Grindle, of Paulding, was unanimously re-elected, and later resigned his position to accept a position in Lima College. He has served fifteen years as superintendent and has left the imprint of his character upon hun-

dreds of young people who will have occasion for perpetual gratitude to him. He graduated a class of nine May 24, and Dr. C. C. Miller gave the address.

— Supt. J. L. Fortney and Prin. L. D. Brouse, of Camden, have been re-elected. They graduated a class of seven May 18, and Prof. A. B. Graham gave the address. The high school has been advanced to first grade. No member of the senior class was either absent or tardy for the nine months, although three girls traveled three miles each day. Some other school men of Ohio would like to know just how this is done, even though the process is patented.

— Miss Herberg, of the Minerva School, Tiffin, is doing some school gardening with the pupils of her grade that is attracting much notice and eliciting much favorable comment. There's nothing like initiative.

— Supt. L. K. Wornstaff, of Johnsville, graduated four fine boys May 26. The celebrated Smith Sisters' Quartette, of Delaware, furnished the sort of music that entrances.

— Miss Irene Dornblaser, of Springfield, has been re-elected assistant in the Bethel township high school, and W. G. Warner supervisor of music for the same township. The sixteen teachers were all re-elected and assigned May 18.

— Supt. S. H. Layton, of Fostoria, has been re-elected for two years at \$1,800. He has been doing things this year and has many plans for next year, among which are domestic science and departmental work in seventh and eighth grades. He graduated a class of 20 May 31, and Dr. R. T. Stevenson gave the address.

Supt. C. M. Carrick, of Plymouth, has great reason to rejoice at the unqualified success of his experiment in manual training in all grades of the school. The interest has steadily grown and fewer boys have dropped out than ever before. Then, too, the work in the regular studies has improved. The people are in hearty sympathy with this addition to the school curriculum.

— In the oratorical contest of the high schools of Columbiana county at Lisbon, May 18, the first prize of fifteen dollars was won by William Johannes, of East Liverpool, the second of ten dollars by Miss Anna Campbell, of Salem, and the third of five dollars by Jesse C. Hawley, of Lisbon.

— Supt. S. K. Mardis, of Toronto, had Patrons' Day May 17, which met a hearty response on the part of the people.

— Supt. Alfred Ross, who for five years has guided the destinies of the schools of Bethel Tp., Clark Co., has been unanimously elected to the superintendency at New Carlisle, at \$100 per month. At the

same meeting the board increased salaries of grade teachers from \$45 to \$50, and high school teachers from \$65 to \$75. The Bethel Tp. Board passed a resolution of thanks to Supt. Ross for his efficient services.

— Supt. O. T. Jacobs, of Coalton, graduated a class of three young ladies April 27. He has been re-elected at Coalton for two years at an increased salary. The class of 1907 will be composed of seven young ladies and two young gentlemen.

— Miss Georgia Blessing, who recently went from second grade work at Washington C. H. to high school work at London, has already won golden opinions.

— Chas. K. Chapman, of Crestline, has been elected to the superintendency at Maumee.

— Supt. Lehr, of Monclova, has rented two acres for experimental work by his township high school. He is in constant communication with the experiment station, Wooster, and the College of Agriculture, O. S. U., Columbus.

— Supt. F. E. Rinehart, of West Alexander, has been re-elected for the fifth year at a salary in advance of what has ever been paid. He has added four years of Latin to the course.

— Miss Winifred Williams, of the fifth grade, Washington C. H., recently accepted a position in Ohio

University Normal at Athens, and is making a fine record.

— Miss Rea McCain, of the Lebanon high school, will receive her degree from Antioch College June 20th.

— Supt. O. H. Maffet, of Huntsville, has been elected to the superintendency at West Mansfield, as the worthy successor of Supt. Solomon, who has moved up the line after seven years of noble service in this position.

— Supt. H. S. Gruver, of Worthington, has a school garden in successful operation. He and twelve high school boys have rented quarter acre plats which they are cultivating according to the latest and best information obtainable in books and magazines.

— The new superintendent at Columbiana is W. H. Richardson, who has had charge of the schools of Mineral City for some time. It is perfectly safe to predict that he will keep up his successful record in his new position.

— Supt. W. M. Schumacher, of Deshler, has had \$100 added to his salary for the coming year, and Principal Fred. Croninger, of his high school, \$60. Both will enjoy their vacation better as a result, and the schools will get it all back with interest the coming year.

— "The School City," by Commissioner Harris, published by C. W. Bardeen, Syracuse, N. Y., is a

timely pamphlet which ought to help some enthusiasts, who have lost their heads in theorizing about matters, to get their feet on the ground once more.

— Supt. McClure, of Germantown, closed another very successful year, May 18. For several years the educational barometer of this community indicated "storm" all the time, but since the present administration began, "fair weather" has been the rule.

— It was a pleasure to meet once more with the good teachers of Warren county in their Association at Waynesville, May 19. They make up an enthusiastic audience. Three of their own number, Supts. Chas. A. Brown and H. D. Killison, and Prin. D. B. Heil, took part in the exercises with credit to themselves and profit to the audience.

— A recent visit to Lebanon was greatly enjoyed by the editor. The public school is housed in a splendid modern structure surrounded by beautiful grounds. Inside, all is moving in a straight line and in the right direction under the management of Supt. J. M. Hamilton. The high school has just been placed on the accredited list of O. S. U., and manual training is being introduced. A call on Alfred Holbrook, who celebrated his ninetyeth birthday recently, was the source of much pleasure, and a little visit with J. F. Lukens proved that he is still brave and optimistic

even in the midst of disappointment in securing a position which he is still so admirably fitted to fill, and in the serious illness of Mrs. Lukens, who is some better. His heart is warm and he thinks much of the school friends with whom he used to mingle so freely.

— Supt. Vance's administration in Miamisburg has meant much to the schools of that town and his resignation to accept the superintendency at Delaware is universally regretted.

— A member of the board of education in Franklin, who has served nearly a quarter of a century, is authority for the statement that the schools at that town were never in a more flourishing condition than at present. That is a very emphatic way of saying that Supt. O. M. Soule understands his business and attends to it.

— A little more than twenty years ago a boy in the Granville high school was so *not* in love with his work that he almost gave up the fight. Fortunately for the cause of science, he stuck to it and now, after spending several years in taking a course in O. S. U. and three more years in earning his Doctor's Degree at Johns Hopkins, and after a successful career as teacher and geologist in Kansas, he is revealing to the people of West Virginia the value of their clays, limestones, and cements. He started the cement industry in Kansas, and as a result

of his investigations, West Virginia has just established two large enterprises with \$1,000,000 capital. The boy in Granville was Perry Grimsley, and the man who is now doing so much for West Virginia is Professor G. P. Grimsley, of the State University at Morgantown. Volume III of the West Virginia Geological Survey is his latest contribution to the cause, and in the next volume of this series he will take up the ores and building stones of the state. "Perry," as he is known by all his old teachers and friends, is a good example of what persistent effort can accomplish and his great work furnishes another proof that education pays financially.

— The Big Four Route is planning a great excursion "Back to Old Kentuck," and will sell low rate tickets to Louisville, good going June 11, 12, and 13. Return limit, June 23, with privilege of extension. For particulars, address H. J. Rhein, G. P. A., Big Four, Cincinnati, Ohio.

— The Glouster High School has closed after one of the most successful years of its history. Through the efforts of Supt. M. M. Bryson the school was made first grade the past year. Mr. Hiram Roy Wilson, of O. U., addressed the graduating class of twenty-three bright, promising students on commencement night. Supt. Bryson was elected last year for three

years, at an increase of salary, and with his efficient corps of teachers has given the best satisfaction.

— Vinton county to the front again! J. Bothwell Will, age 16, of this year's graduating class of McArthur, has won the appointment as Midshipman at Annapolis Naval Academy, with an average grade of 90. Hon. Charles Grosvenor has this to say for McArthur's schools: "It is a remarkable fact that within the last five years, three young men from McArthur high school have won the first prize in these competitive examinations. One of them has, I believe, already graduated from the Naval Academy, and the other is still on the way, and now comes the third. It certainly speaks very well for your schools and for your young people. They have had competitors from every county in the district, and seem to have won with remarkable regularity. I really feel like congratulating the little town upon the high character of its schools."

— Miss Jennie Dowd, who has given such general satisfaction in her work at Glouster last year, has been retained as principal at an increase in salary.

— Mr. G. A. Bricker, principal of McArthur Schools, has secured the superintendency at New Holland, Ohio, for the coming year.

— Supt. J. W. Zeller, of Findlay, has suffered two amputations, the first time below the knee, and the

second time about three inches above the knee. At present he seems to be doing nicely, and the attending physicians assure us, that, unless some unforeseen complications arise, he will be able to be up in three weeks. He has made a gallant fight, and to all appearances he has won out, for which we are duly grateful.

— Warren county teachers had a good meeting at Waynesville May 19. The speakers were Supt. Chas. A. Brown, Supt. H. D. Kellison, Prof. D. B. Heil, and O. T. Corson. Excellent music was furnished by a quartette, Reymer Reed, Miss Edna Zell, and Miss Edith Shute.

— Otis James, of Sugar Grove, has been elected to the superintendency at Atlanta.

— Supt. J. T. Tuttle, of Washington C. H., has been re-elected for a term of two years. He graduated a class of 22 May 31.

— Supt. J. L. Clifton, of Homer, graduated five boys and one girl May 25. The board have re-elected him as a matter of course.

— Supt. R. O. Whitcraft, of Chesterville, will discontinue school work for a time in order to complete his college course at Delaware.

— Miss Maude M. Heusch, of the St. Mary's high school, won first honor at the Northwestern Ohio contest, which was held at



Delphos May 18. Bluffton, took second, and Wapakoneta third.

— Miss Harriet Gunsaulus, the very efficient primary teacher in Mt. Gilead, will give instruction in Primary Methods at the summer term of Antioch College, Yellow Springs.

— Prin. O. P. Voorhes, of the Oyler School, Cincinnati, held a parents' reception May 31, with a very attractive program. He's always doing some good thing.

— Supt. E. L. Daley, of Atlanta, has been elected to a similar position at Commercial Point, which comes as a promotion to a very worthy man.

— The Canal Dover teachers have received another substantial increase in salary at the hands of their progressive Board of Education. This is the third increase within six years.

— The Southwestern Association paid a very high tribute to Supt. Wm. McK. Vance, of Miamisburg, in electing him to the presidency, although he is to remove from the district before the time of the next meeting.

— Supt. J. M. H. Frederick, of Lakewood, has been re-elected for a term of three years at \$3,000.

— Dr. Martin G. Brumbaugh, of the University of Pennsylvania, has been agreed upon by the Board of Education of Philadelphia as their next superintendent. As a

school event this has national significance, as Dr. Brumbaugh has but few peers and no superiors. Philadelphia is to be congratulated.

— Supt. W. H. Kirk, of East Cleveland, has been re-elected for three years at \$2,700, \$2,850, and \$3,000, and his assistant, Miss Josephine Barnaby, has also been re-elected at \$1,200.

— Supt. Wm. McK. Vance, of Miamisburg, has been elected to the superintendency at Delaware. The readers of the MONTHLY need hardly be told again that he is one of the strong school men of the state. Delaware is to be heartily congratulated upon securing his services.

— Supt. S. K. Mardis, of Toronto, graduated a class of seven June 1. Dean Henry G. Williams gave the address.

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#### COMMENCEMENTS.

Van Wert, June 1-2, Supt. J. P. Sharkey, Prin. Orrin Bowland, 35 graduates; Loudonville, June 1, Supt. Curtis E. Budd, 13 graduates; Barnesville, May 31, Supt. L. E. York, Prin. A. J. Gerber, 15 graduates; East Liverpool, June 1, Supt. R. E. Rayman, 46 graduates; Ironton, May 31, Supt. S. P. Humphrey, Prin. T. H. Winters, 23 graduates; Hartwell, June 8, Supt. J. L. Trisler, Prin. S. J. Mauchly, 12 graduates; Dresden, May 31, Supt. E. E. Smock, 4 graduates; Wapakoneta, May 31,

Supt. H. H. Helter, Prin. Mary O. Conrath, 10 graduates; La Grange, June 1, Supt. W. A. Hiscox, Prin. Anna M. Vosburgh, 12 graduates; Middletown, June 7, Supt. Arthur Powell, Prin. Geo. G. Stahl, 14 graduates; Lebanon, May 31, Supt. J. M. Hamilton, 10 graduates; Seven Mile, May 31, Supt. John Schwartz, 6 graduates, class address, Prin. E. W. Wilkinson; Newcomerstown, May 24, Supt. J. W. Jones, 15 graduates; New Philadelphia, June 1, Supt. Geo. C. Maurer, 26 graduates; Port Clinton, May 31, Supt. C. S. Wheaton, 18 graduates; St. Marys, May 31, Supt. Elmer A. Hotchkiss, 21 graduates; Holgate, May 24, Supt. H. S. Armstrong, Prin. J. H. Smith, 4 graduates, address, President Charles E. Miller, Heidelberg College; Newport, May 25, Prin. W. W. Strain, 4 graduates; Dalton, May 25, Supt. H. F. Longnecker, 12 graduates; New London, May 23, Supt. W. H. Mitchell, Prin. Stella M. Townshend, 20 graduates; Plymouth, May 24, Supt. Charles M. Carrick, Prin. Clara R. Donaldson, 6 graduates; Ashley, May 31, Supt. Ralph H. Allison, 7 graduates; Upper Sandusky, May 31, Supt. R. J. Kiefer, 15 graduates.

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#### **OHIO STATE TEACHERS' ASSOCIATION.**

##### **PROGRAM.**

*Tuesday, June 26, 9:30 A. M...*  
Music.

Prayer.

School Revenues — Revenues, Actual and Possible in Ohio — Dr. W. O. Thompson, President of the Association.

History of Tax Lands in Ohio — Hon. E. A. Jones, Commissioner of Schools.

Taxation of Corporations and Franchise Values — Hon. S. D. Shankland, Willoughby.

School Lands — Supt. E. B. Cox, Xenia.

Collection and Distribution of School Revenues — Dean Henry G. Williams, Athens.

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*Tuesday, June 26, 2:00 P. M.*

School Administration—Do We Teach the Fundamentals? — Supt. J. K. Baxter, Canton.

Discussion — Supt. C. W. McClure, Germantown.

Supervision and Instruction — Supt. C. L. Boyer, Circleville.

Discussion — Supt. F. P. Geiger, Canal Dover.

Quantity and Quality in High School Education — Prin. Frank B. Pearson, Columbus.

Discussion — Supt. F. W. Wenner, Martins Ferry.

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*Tuesday Evening, 8:00 o'clock.*  
Reception and entertainment.

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*Wednesday, June 27, 9:30 A. M.*  
Music.

Prayer.

Secretary's Report of the Ohio

Teachers' Reading Circle — Dr. J. J. Burns, Defiance.

School Administration — The Relative Cost of High School Education as Compared with Elementary Education — Supt. J. H. Hamilton, Lebanon.

Discussion — Ruby E. C. Mason, Principal of the High School, Wellsville.

Efficiency in Teaching as a Basis for Increased Pay — Isabella Tappan, Primary Supervisor, Steubenville.

Discussion — H. C. Muckley, Assistant Superintendent, Cleveland.

Appointment of Committees.

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*Wednesday, June 27, 2:00 P. M.*

The Ethical Phases of Education — Why do We Educate? — Supt. C. L. Cronebaugh, Massillon.

Discussion — Supt. O. W. Kurtz, Minerva.

The Problem of Personality in the Teacher — Prin. F. E. Ostrander, Warren.

Discussion — Supt. Chas. Huppert, Wooster.

How Shall a Teacher Meet Her Full Ethical Responsibilities? — Nettie Shreve Bayman, Toledo.

Discussion — Supt. John E. Morris, Alliance.

A meeting of the teachers of secondary schools is called for the purpose of organizing a section of the O. S. T. A.

*Wednesday Evening, 8:00 o'clock.*

Annual Address, "The Making of a Teacher" — Dr. Martin G. Brumbaugh, University of Pennsylvania.

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*Thursday, June 28, 9:30 A. M.*

Music.

Prayer.

Report on Necrology — By Committee.

The Ethical Phases of Education — What Progress are we Making Toward Professionalism? — Supt. H. B. Williams, Sandusky.

Discussion — Dr. C. C. Miller, President of Lima College.

Graft — Supt. Charles L. Van Cleve, Mansfield.

Report of Committees, Election of Officers and General Business.

Adjournment.

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Prof. Arnold J. Gantvoort will have charge of the music at the sessions of this Association. This is a positive guarantee that the Association will be favored with inspiring and helpful music.

The President of the Association has been instructed to hold speakers strictly to their time limits. Papers must be read by the author.

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**CENTRAL OHIO SCHOOLMASTERS CLUB.**

The final meeting for the year was held at the Southern Hotel, Columbus, May 11. This meeting was coincident with the meeting of the

Board of Control and, hence, all the male members of the Board were present as guests of members. There were also present, as guests, three members of the Columbus Board of Education, viz.: Dr. C. S. Means, President of the Board, John L. Davies, the immediate predecessor of Dr. Means, and E. F. Wood. It is always a pleasure to the members to note that strangers find the Ohio school men wide awake and up to date. The passing of Ichabod Crane took place years ago in Ohio. A hearty vote of thanks was given to President J. W. MacKinnon and Secretary C. D. Everett for their conduct of the affairs of the club during the year. Dr. W. O. Thompson was elected president for next year and Prin. E. P. Childs secretary. Prin. John S. Alan of Mt. Vernon and Prin. T. Otto Williams of Circleville were duly installed as new members and ran the gauntlet very gracefully. The address of the evening was given by O. T. Corson on "Teaching Pupils to Study," and the general discussion was participated in by a goodly number of members and visitors. There were present C. S. Means, J. A. Shawan, J. H. Snyder, Seth Hayes, Vernon Emery, E. P. Fisher, W. O. Thompson, C. D. Everett, F. S. Coultrap, Chas. Hauptert, T. Otto Williams, Wm. McPherson, W. H. Rice, J. D. Simkins, J. L. Davies, E. F. Wood, J. P. Sharkey, M. J. Flannery, H. L. Frank, J. T. Tuttle, E. P. Childs,

C. L. Boyer, E. A. Jones, S. T. Dial, C. S. Barrett, D. R. Major, L. W. MacKinnon, J. P. West, J. S. Alan, J. G. Leland, J. H. Rowland, W. W. Boyd, Wm. McClain, O. T. Corson, J. J. Burns, J. W. MacKinnon, F. B. Pearson.

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#### SUMMER.

After the rush and whirl of a strenuous winter and the languor of a capricious spring the devotee of fashion, business, or what-not, longs for some favored spot given of God and unspoiled by man where he may regain exhausted vitality, shattered nerve force, and tranquillity of mind.

To regain these lost qualities so essential to the pursuit of happiness several things are necessary, pure air, pure water, good food. For pure air—

"Enter the wild wood  
And view the haunts of Nature.

The calm shade  
Shall bring a kindred calm, and the  
sweet breeze  
That makes the green leaves dance,  
shall waft a balm  
To thy sick heart."

Pointe Aux Pins on the south shore of Bois Blanc Island, which lies in the Straits of Mackinaw in the northwest waters of Lake Huron, is the place which meets all these requirements. To these can be added good bathing, boating, fishing and perfect freedom from

hay fever and malaria. Pure water is supplied from a well drilled in the rock to a depth of two hundred and fifty feet.

Good food is prepared at *Hotel Pines*, delightfully situated and half hidden in a forest of trees. The lobby is attractive with its deep, old fashioned fire-place in which odorous pine logs send out warmth and cheer to the idler. The parlors, writing room, and dining room are on main floor. The bed rooms are all outside rooms. Many have open fires, and all get a liberal amount of sunshine at some time during the day.

Good Bathing. The shores of the bay slope so gradually that bathing is safe and pleasant.

Good Boating. Both sail and row boats completely manned may be chartered at all hours for sailing, fishing, or picnic parties. The staunch little steam yacht, "Dorothy," is ready at all times for service.

Good Fishing. The waters abound with fish, and a hook and line with a man at one end can be seen at all times.

Hay Fever. That dread disease which, so far, has baffled the man of science, the man of medicine, the quack, the specialist, and all forms of advice, has been forced to yield to the pure air of Pointe Aux Pins. *Land breezes are impossible* on account of the broad expanse of water which separates the island from the main land. There is no dust, no

smoke from forest fires, and relief has been general to all who have sought it there.

Amusements. Concerts, private theatricals, cards, and dancing are indulged in at Amusement Hall. Its location at some distance from the hotel insures quiet for all who do not care for these things.

Mail. Daily. All telegrams sent *via* Cheboygan, Michigan, in care Steamer Duluth will be delivered at the hotel.

Camping Grounds. Furnished free. Meals at hotel if desired.

Wild flowers and berries abound.

How to Get There. The Steamer Duluth stops at Pointe Aux Pins four times daily and connects with the Michican Central, and Detroit and Mackinaw railroads at Cheboygan. Both the M. C. and the D. & M. roads run Pullmans from Cincinnati to Cheboygan, but the trains of the D. & M. are the only ones that carry passengers direct to dock. The Steamer Duluth also connects with the D. & C. Steamers and the steamers from Buffalo, Cleveland, Detroit, Chicago, Lake Superior, and The Soo at Mackinac Island.

For illustrated booklet and further information address

E. T. WEBB,  
Jackson, Mich,

After July 1, THE PINS,  
Pointe Aux Pins,  
*via* Cheboygan,  
Michigan.

# THE CARE OF SUPPLEMENTARY READERS AND OTHER FREE TEXT BOOKS.

The large enterprises of our country are conducted on a rigid *system* to obtain the best financial results.

That the preservation of Free Text Books is a large enough business to be conducted by a *SYSTEM*, is evidenced by the fact that there are *IN THE UNITED STATES*, 13 states with Compulsory Free Text Book Laws, and *OVER 30 MILLION FREE TEXT BOOKS COSTING OVER 12 MILLION DOLLARS*.

That a very large proportion of these 30 million books are cared for by the "Holden System for Preserving Books" is evidenced by the fact that one state only of the thirteen states having arbitrary free book laws—used last year over 1,500,000 of the Holden Book Covers and thousands of dozens of Holden Self Binders for fastening loose leaves, etc., and Holden Transparent Paper for repairing torn leaves.

This System takes perfect care of the *outside* by a *waterproof*, germproof book cover made of absolutely pure (unfinished) leatherette (which wears like leather, too). The inside damages are repaired instantly and easily by the Self Binders and Transparent Paper.

This allows of transferring the books at beginning of new school year, in neat, clean covers, removing the chief objection to the law,

the transferring of unsanitary books.

\$1,000 worth of Free Books decrease in value \$30.00 every month of school use. That same \$30 will supply this System to greatly increase the life of the books.

Prof. E. B. Cox, Ex-Vice Pres. Nat. Supt. Association, Xenia, O., recently made this statement:

"Our City entered into the 'Free Text Book' plan of providing school books for all children below the High School in the fall of 1896; *some of the books have been in use TEN YEARS and are still suitable for further use.*

"This is because of the care taken and the use of the 'HOLDEN SYSTEM FOR PRESERVING BOOKS.' Everybody that has anything to do with the free text books of our schools strongly endorses the Holden System. The Covers are a great economy in the way of saving text books."

The Holden Patent Book Cover Co., Springfield, Mass., very willingly furnishes full information and samples to those desiring such aids in School Work and have only *ONE PRICE* to every School Board.

They have the contract for New York City, Philadelphia, and many other large cities.

## UNIFORM EXAMINATION QUESTIONS.

### GRAMMAR.

1. What is a phrase? Classify phrases according to form; according to use. Give an example of each class.
2. Illustrate in sentences the participle used as a noun and the participle used

as an adjective. How do the past tense and the past participle of a verb differ in use? Illustrate. 3. Mention two ways in which nouns may be used as adjective modifiers; mention three kinds of clauses that make a sentence complex. 4. State three ways in which adjectives are compared and compare an adjective of each class. 5. Explain and illustrate the proper uses of the past tense of the subjunctive mood. 6. Write sentences to illustrate the use of *which* as an interrogative adjective; a relative pronoun; an interrogative pronoun. 7. Give examples of direct and indirect quotation. 8. Write all the infinitives of work, seem, dream, die. 9. With regard to meaning classify all the adverbs in the quotation given below:

O though oft *depressed* and lonely,  
All my fears are laid aside,  
If I but remember *only*  
Such as *these* have lived and died.  
— *Longfellow*.

10. Parse the italicized words in the above quotation.

### THEORY AND PRACTICE.

NOTE—Applicants will take the first group of four and either the second or third group of four.

1. Discuss discipline as a means; as an end. 2. Name five points pertaining to the hygiene of the school room. 3. Do you believe in having a fixed set of rules for the government of the school? Why, or why not? 4. To what extent does the state support the schools in Ohio?

"OUR SCHOOLS"—Chancellor.

1. Why is it desirable for the teacher who eventually intends to do grammar school work to begin in the primary grades? 2. What degree of interest is manifested in the school system by the average American citizen of today? In what members of the community lies the educator's largest hope for the advancement of the schools? 3. Why is a modern education not complete without an extended knowledge of physiology? Without a knowledge of economics? 4. Name five powers of boards of education.

"THE METHOD OF THE RECITATION"—  
McMurry.

1. What is the object of correlation? How is it aided by the study of types?

2. Outline a study of the Ohio River, bringing in naturally suggested relations of history, geography, science and literature. 3. Define law in general. What determines a law of teaching? 4. Mention at least six of the laws of teaching enumerated by McMurry.

### ARITHMETIC

1. What are like fractions? How do you reduce unlike fractions to like fractions? 2. Find the cost of 38 boards 16 feet long,  $12\frac{1}{2}$  in. wide and  $\frac{1}{4}$  in. thick at \$2.75 per C. 3. A clock which loses five minutes a day, was set right at 6 in the morning of January 1st. What will be the right time when the hands of the clock point to 11 a. m. on the 15th? 4. How many bushels in a bin 9.3 feet long, 3.6 feet wide and 2.25 feet deep? 5. Received an invoice of china, 10 per cent. of which was broken; at what per cent. above cost must the remainder be sold to clear 20 per cent. on the invoice? 6. Define cancellation; compound proportion; involution. 7. What will be the cost of plastering a school-room 36 feet long, 18 feet wide and 12 feet high, at 32 cents a square yard, deducting 40% of the area of the walls on account of blackboard, baseboard and openings? 8. A note of \$760, dated January 10, 1890, was indorsed as follows: March 13, 1890, \$175; July 28, 1890, \$360. What remained due, December 22, 1890, at 6%? 9. A's total tax was \$250. His property was valued at \$20,000. If the assessed valuation was one-half of the real valuation, what was the tax rate? 10. A boat in crossing a river 500 yds. wide, drifted with the current 360 yds; how far did it go?

### ORTHOGRAPHY.

1. Of what does orthography treat? 2. Write a primitive word; a dissyllable; a derivative word; a word having both prefix and suffix. 3. Indicate the correct pronunciation (accent and diacritics) of the following words: accede, Cairo (Egypt), prevalence, extra, enervate. 4. Distinguish in meaning between feign and fane; illicit and elicit; palate and palette; lesson and lessen; indict and indite. 5. Spell correctly the following words to be pronounced by the examiner: sluice, casual, imminent, trisyllable, surety, mucilage, acacia, trouble, millennium, feasible, exonerate, liabilities, commis-

sary, solos, weasel, plague, commodities, tureen, Mormon, embalm.

### PHYSIOLOGY.

1. The blood brings back certain impurities to the lungs to be expelled from the system in expiration. What are these impurities and where are they gathered up? 2. What is connective tissue and how largely does it enter into the composition of the body? What is the value of fat as a tissue? 3. Name all the bones of the leg. 4. Explain each of the following terms in connection with the digestion of food: pepsin, pancreatic juice, peptone, chyme. 5. Is the liver an organ of secretion, of excretion, or both? Why? 6. What constitutes the "white of the eye"? What gives color to the eye? 7. Locate the heart and describe its size, shape and covering. 8. How would you stop the flow of blood from an artery? Name two poisons and their antidotes. 9. Define each of the following: sacrum, enamel, clavicle, saliva. 10. Immediately after drinking wine a sense of warmth is frequently felt. Does alcohol really impart heat to the body? Why, or why not?

### LITERATURE.

1. To what period of American literature does Washington Irving belong? Mention three of his works. 2. Give the names of the five most famous American poets, and mention a short poem written by each. 3. To what class of literature do the writings of Emerson and Lord Bacon belong? Compare their writings briefly as to subject-matter and style. 4. What is an allegory? Give the name of the world's most famous allegory, the name of its author, and the circumstances under which it was written. 5. What is the nature of epic poetry? Of lyric poetry? Give examples of each. 6. Write of the life of Thoreau and the nature of his books. Mention another author in the same field of literature. 7. Explain the connection of three of the following with American literature: Jonathan Edwards, Benjamin Franklin, Mrs. Hemans, Edwin Percy Whipple, Kate Douglas Wiggin. 8. Where was Shakespeare born? Give the approximate dates of his life. 9-10. Show your familiarity with one of the novels of Hawthorne, Scott or George Eliot, by outlining its plot, or by making a

list of the principal characters, with a descriptive sentence concerning each.

### GEOGRAPHY.

1. How do ocean currents influence climate? Illustrate. 2. Compare the present government of Great Britain with that of the United States. 3. Of what commodities does the tonnage of the Great Lakes freight trade largely consist? 4. Why is England especially adapted to manufacturing. Locate three manufacturing cities of England and tell what is the chief industry of each. 5. What is a river system? Describe the drainage of southern Asia. 6. Compare the Hawaiian Islands with the Bermuda Islands as to climate, vegetation and products. 7. Locate the following mountain ranges: Caucasus, Ozark, Vosges, Sierra Madre, Atlas. 8. Define canon, tundras, delta, glacier, flord. 9. What can you say of the agricultural possibilities of western Canada? 10. Mention all the states bordering on the Mississippi from St. Paul to New Orleans and give the capital of each.

### UNITED STATES HISTORY INCLUDING CIVIL GOVERNMENT.

1. Who was Amerigo Vespucci and why is he mentioned in connection with American history? 2. State when and by whom the first settlement was made in each of the following colonies: Connecticut, Georgia, Pennsylvania. 3. Summarize the contents of the treaty signed at Paris in 1783. 4. State the causes of the panic of 1837. What measure was favored by President Van Buren to better the financial condition of the country? 5. State the means adopted by the abolitionists to further the anti-slavery cause. What paper was the recognized organ of the abolitionists? By whom was it edited? 6. Mention four important events of the Civil War and show the importance of each. 7. Mention three events of the administration of President Hayes. 8. Why are the following important in the history of our country: *a* The publication of Uncle Tom's Cabin; *b* The construction of the Erie Canal; *c* The invention of the telegraph? 9. What are the necessary qualifications for the office of President of the United States? 10. Describe briefly the legislative branch of the United States Government.



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# **THE OHIO EDUCATIONAL MONTHLY**

**FOUNDED IN 1852 AS THE ORGAN OF THE  
OHIO STATE TEACHERS' ASSOCIATION**

**Volume 55**

**JULY, 1906**

**Number 7**

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## **FIFTY-EIGHTH ANNUAL SESSION OHIO STATE TEACHERS' ASSOCIATION, JUNE 26-28, 1906.**

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### **TUESDAY, 9:30 A. M.**

Ohio State Teachers' Association called to order in Assembly Hall Hotel Victory, at 9:30. Singing of America led by A. J. Gantvoort. Prayer by Dr. Bennett.

Dr. Thompson called the convention to order and recognized Mr. J. S. Weaver, Chairman of Executive Committee who said: It has always been so that we miss some faces at our annual meeting of those who have always been regular in their attendance. There are two members particularly who are absent from this meeting, Supt. J. W. Zeller of Findlay, who has not missed a meeting for twenty-three years. As

many of you know he is afflicted very severely at this time and is in great danger of leaving us entirely. The other member who is conspicuously absent is Dean H. G. Williams of Athens who is in the midst of a severe illness with very little hope of recovery. I move that there be sent to each of these gentlemen a telegram in the name of this Association, a telegram of sympathy and hope and good cheer. Carried.

President Thompson appointed J. S. Weaver to prepare and send the telegrams. President Thompson also read a letter from Dean Williams.

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### **SCHOOL REVENUES.**

#### **REVENUES, ACTUAL AND POSSIBLE IN OHIO.**

**DR. W. O. THOMPSON.**

In the assignment of the general topic of the morning it has fallen to me to

speak of revenues, actual and possible. The actual revenues will serve as a background for what may be said in the reference to the possible revenues and need take but a few statements.

The actual revenues as set forth in

statement No. IV of the Auditor of State for the year ending November 15, 1905 are as follows:

**STATEMENT NO. IV.**

**SHOWING THE RECEIPTS AND DISBURSEMENTS OF THE STATE COMMON SCHOOL FUND FOR THE YEAR ENDING NOVEMBER 15, 1905.**

Balance in treasury November 15, 1904 .....	\$178,507 55
Received from county treasurers, taxes, 1905.....	2,123,553 35
Received from peddlers' licenses .....	1,636 20
<b>Total receipts, including balance .....</b>	<b>\$2,303,697 10</b>

**DISBURSEMENTS.**

Amount paid county treasurers at February and August settlements \$1.70 for each enumerated school youth .....	\$2,126,388 90
Balance in treasury November 15, 1905 .....	177,308 20
<b>Total, including balance.</b>	<b>\$2,303,697 10</b>

In addition to what appears in the above statement the state pays interest on the irreducible debt of the state. Of this an item amounting to \$205,041.78 appears as due from Section 16. There are also certain other small items of local interest but these are not of sufficient importance to influence to any appreciable degree the system of state taxation.

To put this in another way the public school fund is finally composed of the following items:

1. The state levy of one mill which now provides \$1.70 per capita for the school enumeration.
2. And local interest in the proceeds of section 16 or other properties.

3. The local levy as provided by law and determined by local authorities.

In general terms it may be said that the annual revenues of the state of Ohio exclusive of the balances on hand and certain earnings that are appropriated for use in the institutions earning them, as the canals, and exclusive of the appropriation by the United States Government for the Sailors' and Soldiers' Home amount to a trifle less than six millions of dollars. Including the common school fund and not including balances but including receipts for the sinking fund and for universities and normal schools the annual revenues amount to \$8,892,500 (estimated) for the year 1906. The common schools receive not far from 25 per cent of the state revenues.

The total revenues, state, municipal and local for Ohio amount to about fifty millions of dollars. The total public school revenues for the state are substantially seventeen millions or about 33½ per cent of the total public expenditure.

It is not the purpose now to discuss whether the school revenues should be increased. The argument for that has been presented and the verdict has been reached. We all agree that more money for education is the question of the hour. The only remaining questions are the methods of securing this additional revenue and the methods of distribution.

What now are the possibilities?

1. There is a possible increase of the state levy from one mill to a higher rate and a consequent increase from \$1.70 per capita to a larger amount. This brings up the question of increasing the state levy. Against this as a general proposition there is very strong sentiment. Indeed there is a disposition to so adjust the state's expenditures as to abolish entirely the state levy. The argument for this is that the state levy as now collected is

an expensive form of taxation and at the same time an inequitable one. Moreover the belief is steadily gaining ground that the levy should be confined to local purposes and the state secure its revenues from other sources. Further it is manifest that the school levy is first secured from the local authorities upon the basis of the assessed valuation and then redistributed on the basis of the school enumeration. It is claimed by many that this is either a useless amount of machinery and therefore expensive or it is inequitable. The stock arguments in support of the present method are the integrity of the state system of education and the fact that the present property tax for state purposes must be maintained until some adequate substitute system has been devised. So far no such adequate system has been proposed. The fact that under our state system as we now have it, the state provides only about one-fourth of the revenue and practically all the legislation would seem to suggest rather strongly that the state should assume a relatively larger amount of the expense involved. Whether the state will do it by increasing the levy for school purposes, I am in doubt, but I point it out that to double the levy for such purposes and make it two mills would not be excessive.

2. A second method of increasing the revenues would be to increase the grand duplicate by putting on property not now listed. This appeals at once to most people as a just and equitable proposition. No doubt it would bring the much needed relief in many places. It would not however relieve the poorer (and in one sense the most needy) portions of the state. As every one knows the system of assessors and boards of review and of equalization has worked to anything but our satisfaction. There is little hope that a political office such as that of the assessor as now provided can be above the temptations that sur-

round it. The boards of review were intended to correct these political abuses but these boards are quite as much subject to political influence as the assessor. But little relief can be expected from this source. The present system encourages jealousies and rivalries between local and state authorities and between different localities and puts a premium upon skill in evasion rather than upon honesty of return.

But even granting that such a method would bring relief it is evident that the relief can not be secured for a long term of years. Such a process would be slow even if effective. Meantime the needs of the school are imperative and immediate.

Again it seems to be overlooked by the advocates of education that if the duplicate were increased it would increase the revenues for purposes other than education at the same time. This is the feature to which the business man and property holder objects. He knows that the tendency for the increase of what may be termed political expenditure is very decided. He feels that he must withstand it to the last of his strength. As an example of this tendency—when the Aikin law gave promise of increased revenues for the cities, the councils and other officers anticipated it promptly. There was no deliberate attempt to devise a means of wise expenditure or the relief of certain indebtedness. In Columbus there was a sudden and material increase in political salaries. The business man and taxpayer sees this and knows that he must protect himself against this tendency. If this issue could be so put as to provide for increased revenues for education as a separate issue there would be less trouble in securing our ends, but any method that secures an increase at the same time of all the political funds will not be encouraged by thoughtful business men.

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As you think it over this proposition will, in my judgment, commend itself more and more to your favor. In the first place it separates education from all political affiliations and leaves but one issue—the rate of the percentage. This would always be a distinct and clear issue which would be greatly to the advantage of education. Second, education is now one of the greatest of the developmental functions of government. Its importance in the future is bound to increase. The school teacher will steadily gain the ascendancy over the policeman. It will be seen that education is supporting the forces of civilization, making markets steady, prices stable, in fact making possible the perpetuity of our prosperity,—politically, socially and commercially.

If such a percentage were now enacted into law there would be a wholesome check upon the tendency for purely political functions of government to increase in the demands for remuneration. Political office would be put upon a business basis, and in the near future we should find the importance of education more easily discernible, while the importance of the local office holder would shrink to a reasonable estimate. When you look at things as they now are you soon discover that education is a competitor in public favor with the political, municipal, penal, reformatory and benevolent institutions. There lies

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When the members of the Ohio Company came from New England and set-

tled in the territory northwest of the Ohio they realized the value and importance of education and they determined that "Schools and the means of education should be forever encouraged." In 1775 the Continental Congress, before the famous ordinance of 1787 was enacted, passed an act for the survey and disposition of the lands they were to occupy.

This law reserved from sale "lot number 16 of every township for the maintenance of public schools within the said township." Each township was six miles square and contained thirty-six square miles or sections. As they were first numbered lot number 16 is one of the four sections at the center of the township. Later other lands were set apart for public school purposes and in addition three townships were secured for the establishment of schools of a higher rank.

It seems evident that the framers of the constitution believed that these appropriations of land, including twelve hundred square miles or more, together with the three college townships would make ample provision, as far as the state was concerned, for the proper support of the schools, academies, colleges and universities referred to in Sec. 25, Article VIII of the Constitution.

For nearly a quarter of a century there was no legislation with reference to general taxation for school purposes.

In the early days "rate schools" prevailed and the expense was assessed upon those who enjoyed the benefits of the school. This, of necessity excluded the poorer classes and tended to create class distinctions that were not in harmony with the spirit of our institutions.

Gradually the opinion was formed and it finally prevailed, that the free school principle should be engrafted upon our educational system and that the public schools should be supported

by a combination of State and school district tax "equitably levied on real and personal property according to a fixed and uniform standard of valuation," and that the money received from the state tax should be distributed according to the enumeration of youth of school age.

As some one has well said, this system is based upon the principle that there is no security for a republic, but in the intelligence, wisdom and virtue of the people; that the "power of self-defense and self-protection, the power to cultivate and strengthen the powers of its own being, to improve its own nature, belongs as much to every government as to every man, and the State is even more deeply and permanently interested in its children than their parents."

From the time of the organization of the Northwest Territory, until Ohio became a state, there was no legislation upon the subject of schools or school lands except a law passed in 1799 to punish the offense of destroying trees on school lands and an act passed in 1802 to incorporate the American Western University at Athens. No organization was effected under this act however, and it was superseded in 1804 by an act of the state legislature.

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The records show that the administration of Gov. Ethan A. Brown, 1818-22, was a period of financial distress among the people of Ohio. Nevertheless, under these unfavorable conditions, the foundation of the present school system of Ohio was laid.

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On January 30th, 1827, a law was enacted establishing a fund for the "support of common schools to belong in common to the people of the state." The proceeds of section 16 were funded and the State pledged to pay to the townships 6 per cent on the amount of the fund.

The act also provided for a state fund for the support of common schools to consist of the proceeds of the sale of the salt lands, donations, legacies, etc., interest thereon to be funded annually until 1832 and then distributed annually to the counties in proportion to the number of free male inhabitants above the age of 21 years.

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This state appropriation for common schools was reduced to \$150,000 on March 7, 1842 and raised to \$300,000 March 24, 1851. There was then added to the state fund, "All monies paid into the state treasury for license to peddlers, for auction duties and for taxes upon lawyers and physicians."

In the school law of 1853 when a state tax was authorized the sources of revenue making up the common school fund were turned into the general treasury and the money arising from the two mill levy was distributed according to

the enumeration of unmarried youth between 5 and 21 years of age.

The surplus revenue above referred to consisted of a fund which was a part of the revenues lying in the U. S. Treasury loaned to the states then composing the Union. Ohio's share amounted to \$2,007,260.34. This sum was apportioned among the different counties and placed in the hands of fund commissioners who loaned it at their discretion, the income going into the common school fund.

By an act of February 8, 1847 the income from this fund could be used for the support of county institutes.

Before 1853 the common school fund was made up from a great variety of sources. Into it were turned monies from the sale of swamp lands, fines for cock fighting, profane swearing, bull fighting, gambling and a great many other sources. In this way the penalty for the violation of law was made to contribute to the most important agency in training for good citizenship.

The constitution of 1851 in Article 6, Section 1, and 2 outlines a policy of taxation for educational purposes since followed by the legislature. It is as follows:

Section 1. The principal of all funds arising from the sale or other disposition of lands or other property granted or intrusted to this state for educational and religious purposes, shall forever be preserved inviolate and undiminished; and the income arising therefrom, shall be faithfully applied to the specific objects of the original grants or appropriations.

Section 2. The General Assembly shall make provisions by taxation, or otherwise, as with the income arising from the school fund, will secure a thorough and efficient system of common schools throughout the State, but no religious or other sect or sects shall ever have any exclusive right to, or control of, any part of the school funds of this State.

an expensive form of taxation and at the same time an inequitable one. Moreover the belief is steadily gaining ground that the levy should be confined to local purposes and the state secure its revenues from other sources. Further it is manifest that the school levy is first secured from the local authorities upon the basis of the assessed valuation and then redistributed on the basis of the school enumeration. It is claimed by many that this is either a useless amount of machinery and therefore expensive or it is inequitable. The stock arguments in support of the present method are the integrity of the state system of education and the fact that the present property tax for state purposes must be maintained until some adequate substitute system has been devised. So far no such adequate system has been proposed. The fact that under our state system as we now have it, the state provides only about one-fourth of the revenue and practically all the legislation would seem to suggest rather strongly that the state should assume a relatively larger amount of the expense involved. Whether the state will do it by increasing the levy for school purposes, I am in doubt, but I point it out that to double the levy for such purposes and make it two mills would not be excessive.

2. A second method of increasing the revenues would be to increase the grand duplicate by putting on property not now listed. This appeals at once to most people as a just and equitable proposition. No doubt it would bring the much needed relief in many places. It would not however relieve the poorer (and in one sense the most needy) portions of the state. As every one knows the system of assessors and boards of review and of equalization has worked to anything but our satisfaction. There is little hope that a political office such as that of the assessor as now provided can be above the temptations that sur-

round it. The boards of review were intended to correct these political abuses but these boards are quite as much subject to political influence as the assessor. But little relief can be expected from this source. The present system encourages jealousies and rivalries between local and state authorities and between different localities and puts a premium upon skill in evasion rather than upon honesty of return.

But even granting that such a method would bring relief it is evident that the relief can not be secured for a long term of years. Such a process would be slow even if effective. Meantime the needs of the school are imperative and immediate.

Again it seems to be overlooked by the advocates of education that if the duplicate were increased it would increase the revenues for purposes other than education at the same time. This is the feature to which the business man and property holder objects. He knows that the tendency for the increase of what may be termed political expenditure is very decided. He feels that he must withstand it to the last of his strength. As an example of this tendency—when the Aikin law gave promise of increased revenues for the cities, the councils and other officers anticipated it promptly. There was no deliberate attempt to devise a means of wise expenditure or the relief of certain indebtedness. In Columbus there was a sudden and material increase in political salaries. The business man and taxpayer sees this and knows that he must protect himself against this tendency. If this issue could be so put as to provide for increased revenues for education as a separate issue there would be less trouble in securing our ends, but any method that secures an increase at the same time of all the political funds will not be encouraged by thoughtful business men.

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The surplus revenue above referred to consisted of a fund which was a part of the revenues lying in the U. S. Treasury loaned to the states then composing the Union. Ohio's share amounted to \$2,007,280.34. This sum was apportioned among the different counties and placed in the hands of fund commissioners who loaned it at their discretion, the income going into the common school fund.

By an act of February 8, 1847 the income from this fund could be used for the support of county institutes.

Before 1853 the common school fund was made up from a great variety of sources. Into it were turned monies from the sale of swamp lands, fines for cock fighting, profane swearing, bull fighting, gambling and a great many other sources. In this way the penalty for the violation of law was made to contribute to the most important agency in training for good citizenship.

The constitution of 1851 in Article 6, Section 1, and 2 outlines a policy of taxation for educational purposes since followed by the legislature. It is as follows:

Section 1. The principal of all funds arising from the sale or other disposition of lands or other property granted or intrusted to this state for educational and religious purposes, shall forever be preserved inviolate and undiminished; and the income arising therefrom, shall be faithfully applied to the specific objects of the original grants or appropriations.

Section 2. The General Assembly shall make provisions by taxation, or otherwise, as with the income arising from the school fund, will secure a thorough and efficient system of common schools throughout the State, but no religious or other sect or sects shall ever have any exclusive right to, or control of, any part of the school funds of this State.

The act of March 14, 1853, in lieu of the common school fund of \$300,000 and the county tax of not less than one mill provided an annual levy on the grand duplicate of the state of 2 mills. The amount arising therefrom to be distributed to the counties in proportion to the enumeration of school youth. The law also provided that townships should maintain school for at least 7 months and might be compelled to levy for this purpose a tax of 2 mills. Boards of education in sub-districts were allowed a special tax to build school houses at their discretion. In the same law a tax of 1-10 of a mill was authorized for the purpose of furnishing common school libraries.

In 1854 by act of the legislature, the state levy for common schools was reduced from 2 mills to 1 1-2 mills. Owing to the increase in the grand duplicate however, the fund was not decreased. The amount received in each of the two years was as follows:—

1853 under the two mill rate \$1,118,089  
1854 under the 1 1-2 mill rate 1,208,283

By act of the legislature in 1856 the 1-10 mill for library purposes was suspended.

In 1857 township boards were limited to two mills for school houses, sites, fuel, repair or any other purposes except the payment of teachers.

This was changed to three mills in 1864 and raised to five mills in 1867.

The law of 1879 provided that the legislature should fix the state common school levy every two years. In case the legislature failed to do this the levy should be one mill.

At the same time the maximum levy for township districts was raised to seven mills.

In what is known as the school code of 1904 the maximum levy for any district was increased to twelve mills and provision was made for the division of the levy into four funds as follows:—

1. Tuition fund.
2. Building fund.
3. Contingent fund.
4. Bonds, interest and sinking fund.

The law also specified that the levy must have the approval of the board of review in all city districts before it becomes valid. An additional levy may be made by submitting the same to a vote of electors.

The law of 1906 abolishes the board of review in city districts and leaves the matter of school levy entirely in the hands of the board of education.

Bonds may be issued upon a favorable vote of the electors and within certain limits without such vote, but a board of education may not borrow money for any other purpose except to refund or extend existing indebtedness.

The maximum levy remains at twelve mills but upon a favorable vote of the electors, a board of education may be authorized to levy an additional five mills for a period of not more than five consecutive years.

From a review of this subject it is gratifying to note the steady and substantial progress that has been made. The educational doctrine "That the property of the state ought to educate the youth of the state" has been universally accepted.

The free school principle, as far as tuition is concerned, has received general recognition and there is a growing sentiment throughout the state in favor of making our schools absolutely free, by providing free text books in all grades below the high school. This seems to be the logical result of a compulsory attendance law.

The high school, which is the most expensive feature, has come to be regarded as an essential and vital part of our common school system, intended not only for those pupils who are preparing to enter the learned professions but of equal value to those who



are to become teachers, to enter upon mercantile and mechanical pursuits, or to work upon the farm.

The length of the school year has been gradually extended. At first the period was irregular; then the law required a minimum year of six months; later legislation extended this to seven months and the present code provides for a minimum school year of thirty-two weeks.

There has been but little change in the tax levy made by the state but there has been a marked increase in the rate of local taxation. This rate was very small for many years. It was finally raised to seven mills. As a result of the recent legislation the maximum levy has been raised to twelve mills. Under the present code, with a favorable vote of the electors of any district, a levy of seventeen mills may be made for any or all school purposes.

The amount of money expended in the support of our public schools is six times what it was in 1860 and nearly double the amount expended in 1884.

At my request the statistical clerk of the department has prepared a table showing the rate of state levy from the beginning; the amount received from the same each year; the yearly income from the irreducible debt; amount raised by local taxation; sale of bonds, fines, licenses, etc. It is an interesting table and shows at a glance the progress that has been made.

There has been but little variation in the state levy. It was two mills in 1852 and reduced to one and a half mills the next year. In 1860 and 1861 it was one and four-tenths mills. From 1862 to 1871 it was one and three-tenths mills. From 1872 to the present time it has been one mill with the exception of 1902 and 1903 when it was reduced to .95 of a mill.

In 1838 the state appropriated \$200,000 for school purposes. Appropriations

varying in amount were made until 1853 when the two mill levy yielded \$1,186,793. The amount received from the state levy in 1860 was \$1,244,155; in 1880 \$1,558,207; in 1904 \$1,858,228.

The income from the irreducible debt was \$38,480 in 1846. In 1860 it had increased to \$170,640. In 1880 it was \$245,744 and in 1904 \$246,455.

The amount received from the local taxation in 1851 was \$424,831. This had increased in 1865 to \$1,634,607; in 1885 to \$7,213,254 and in 1904 it amounted to \$14,707,113.

The entire amount expended upon our public schools in 1860 was \$2,924,109; in 1870 it had increased to \$7,427,031; in 1880 it was \$7,526,222; in 1890 the amount was \$11,649,990; and in 1900 the total reached \$14,426,855.

We are now expending annually about eighteen millions of dollars upon our public schools. This seems like a large sum but as we look over the field I believe as educators, we are ready to endorse the statement of Pres. Elliott of Harvard that "More money is needed for the public schools."

If we would increase the salary of competent and deserving teachers, we must have the means wherewith to do it.

We need more money to command the best talent for the teaching profession; to extend the work of supervision in the rural schools; to provide suitable accommodations for the children in our rapidly growing cities and in some instances to reduce the number of pupils per teacher; to extend the advantages of the manual training and domestic science departments, now enjoyed by a few cities throughout the state; to increase the number of our normal schools and to provide in some way for the professional training of our rural teachers in the several counties. We need more money for these

purposes and yet we have about reached the limit in the matter of local levy.

This is one of the most important questions that can come before this association.

I hope you will be able to assist the Commission in its efforts to secure increased school revenues without a rate of taxation that will be burdensome to any citizen.

### TAXATION OF CORPORATIONS AND FRANCHISE VALUES.

HON. S. D. SHANKLAND.

Since reference has been made to me personally as a member of the General Assembly, I could hardly begin my talk without stopping for a moment to pay a tribute of respect to my predecessor Mr. Kimball. It seems to me that the schools of Ohio owe a debt of gratitude to Mr. Kimball for his efforts in their behalf. If each of us can serve our schools, our community and our state as well as that man did, the standard of the profession would be raised in Ohio and adequate preparation made for every interest of education in this state. The question under consideration this morning is really this: Is there more money available for the schools of Ohio and if so how are we to get our hands upon it? In the years gone by, in olden times, the kings had a custom of conferring certain monopolies upon their friends in order that they might make as great revenue out of it as possible. Later on as the expenses of government increased and the desire of the kings for revenue increased, they gradually withdrew these revenues and took the returns from them for their own individual benefit. We have followed in part the examples of these kings of the older days. We have had at our disposal great monopolies and we have had in our possession privileges of inestimable value which we

have given freely to favored individuals and favorite corporations of the state. There is in this state as well as in every state numerous public service corporations whose franchises are today worth a vast sum of money and yet no return is made to the people who granted these franchises. As an illustration I might cite the little car line on which 90 of us rode up last evening at 10 cents each. I know nothing of its franchise, but I presume that all the money thus earned goes to the company which owns and operates the line. No doubt this community has furnished the right of way free and they have built up hotels and parks to attract the people here to spend their money and yet the community gets nothing in return at all. The total returns go to the company operating the line of railway. It is a fact also that the laws of Ohio provide no means by which a telephone company can pay anything for its franchise. Last year a telephone company applied for a franchise in a village and wanted to pay for the franchise. They were willing to have council fix a rate for the use of the telephone system, but a decision of the Supreme Court in the Toledo case made it impossible for that corporation and that council to enter into that agreement. The only power that council had was in directing how that company shall come in and to tell how the poles shall be set or to direct as to the color of the poles. Here was a telephone company willing to pay and the council willing to take, but was prevented by the law. In a very excellent report made to the Indiana State Teachers' Association in 1884 we find 4 answers to this question of raising revenues for school boards. The first way suggested was the taxing of franchises and it was pointed out that New Jersey raised a large sum of money for school purposes in that manner. The second way

suggested was by an inheritance tax, but the General Assembly of Ohio in its wisdom abolished that. Another way was by the insurance fees which are a large source of revenue. Another way that has been suggested is by raising the state levy which our president says is not advisable at the present time. Senator Howe of Cleveland in discussing this subject said that if the franchises granted by cities were paid for at their real worth it would meet all the expenditures of the cities. It would pay for all the education and all other expenses. And the value of these franchises exists in themselves. The street car line would be of no value here if the people were not here and they should have some return for the favor granted. The street railway company does nothing toward making the population. It is simply a receiver of the good. This discussion of course would include the whole subject of corporation taxation. Let me illustrate. A friend of mine built a new house and his neighbor built a house very much like it. Let us suppose the values of the homes to be \$4000. He knew that his neighbor's house was on the tax duplicate for about \$1000. He went to a friend to discuss the matter who said every man who puts his house in at what it cost is either a fool or a liar. My friend was not a fool. Corporations have a way of fixing the value of the property they list so it will result to their advantage. These corporations are better provided with attorneys to do this than we are as individuals. Attorneys for corporations are not fools either, and they have ways of making up statements. Very many states have laid a special tax upon corporations. In Ohio this measure is known as the Willis Law. This law levies  $1/10$  of 1% upon the capital stock of all corporations and brings in about one million dollars. I find that in Pennsylvania they have a similar law of  $5/10$

per cent, and it brings in about 5 million dollars. If we had the same rate in Ohio as they have in Pennsylvania it would approximately pay all the expenses of the state government including schools and universities and the running expenses of the politicians. In the brief time allotted to me I want to make some suggestions as to ways and means of raising revenues for the schools. All these suggestions will not meet with your approval. Some of them will perhaps apply and some of them will not apply. I hope they will stir you to discussion and agitation of this question. We must make people understand that the money for running the schools is not adequate to the task. We have put the minimum price of teaching at \$40 per month for 8 months in the year. That will help some in this matter. The fact is that the brick mason gets 50 cents per hour for his labor and thus earns from four to six dollars per day, that is to say he earns as much in a week as the teacher earns in a month. I hope you will get stirred up on this question. In the first place I wish to suggest there should be some return from franchises granted. I would not go as far as Senator Howe and say it should pay all expenses. I would suggest that we ask for the whole of these fees for the school fund. Ask largely and ye shall receive. The politicians are already well provided for and there is no reason why we should not have it all. That would give us plenty of revenue. Then another suggestion I would make is to have a uniform return of property for taxation. I do not believe that a piece of property in my town is listed at its true value. As the matter now stands if there is an injustice it falls upon the widow or the orphan. I noticed a case in my town where a widow who had a \$2000 insurance policy listed the money for taxation while a business block near there which could not be bought for

8 or \$10,000 was on the tax duplicate at \$3,660. In another case of a man who can draw his check for a large sum it was on the tax duplicate at \$140. That inequality exists because we have no classification. We should have a common basis or classification to follow. Again our assessors are inefficient. The office only pays \$2.00 per day and how can you expect to get men at that price to do the work. He is usually a man who has had no experience or an old man chosen out of sympathy and he is not able to stand up against the \$25,000 attorney of the corporation and get the proper returns. Another suggestion I would make is that all corporations should be taxed directly by the state. Then we would have a competent man in the person of the Attorney General to get the proper returns. I think also the tax should be levied on the capital stock. In conclusion I get about to the same place where the president began. As he said it will be a glorious day when the state can abolish the form of levy which makes one community the enemy of the other and makes one set of people go before the board of review and try to scale down their schedules. Then everybody could make honest and fair returns and it would be better for the state. It is a question demanding our attention and we should agitate until we secure better tax returns.

### SCHOOL LANDS.

SUPT. E. B. COX.

As possibly many of you know I have done some talking along the line of school revenues. I have been much interested in it because I regard it as fundamental in our progress educationally. It seems impossible to provide for the many demands we have with our present revenues. You can not do the work you ought to do when you do not have the money to provide the

facilities for doing. It seems to me we are at a stand still educationally because we are not taking the advance steps that we ought to take in towns of the size I live in as well as the larger towns. We are not able to advance steps in providing facilities for teaching domestic science and for manual training. I think also that before many years we shall be actually teaching the trades. This is my own belief in the matter and I think it will be not only necessary in a few years to teach manual training but to teach the trades. This however is not the topic upon which I was invited to speak. I have had some interesting meetings with the gentlemen who are investigating this subject. We had some interesting meetings in Columbus and had associated with us Dr. Whitney of the legislature. He expressed himself as believing that the legislature should appoint a commission to go into this whole matter of taxation. It seems the legislature was not ready to do this and the only way I see is to create a sentiment all over the state that shall demand a tax commission that shall go into the whole matter and to be empowered to investigate and go into the details of this subject and give them funds sufficient to do so. Then we shall be able to make progress along this line. These gentlemen who have spoken to you this morning have done a large amount of work as you see.

I agreed to look into the matter of school lands. I little realized how great a task it would be. After a partial investigation on my own account I called upon State Auditor Guilbert and spent some time in discussing this question with him and we agreed on the deplorable condition of the school lands. Indeed the Auditor of State had no facts at hand. He could not tell me how much or how many acres of land had been sold. He could not tell me

how much money had been raised through leases. He could not tell what land had been sold and what land had been leased. He could really give me no information in regard to the public lands in this state. It is very desirable that we should know how these lands are managed. In the government township there is a board of trustees who have control of this land known as section 16. I might also say that section 29 is set aside for ministerial purposes and managed by a different board and under a different law. I happened to grow up in the vicinity where there was a section 16 and a neighbor lived on this section. I grew to manhood there, went to college and yet I never understood how section 16 was managed. The law provides that this board of trustees shall value that land every six or eight years and then levy on the valuation at a rental of six per cent., and the money thus raised goes to the support of the schools of that government township. Up to this day this board of trustees of this township accounted to nobody. I am not making any charge of dishonesty and I have no reason to suspect it but I wanted you to know the facts in the case. We do not know how much money is raised and we know nothing except that certain land has been leased and certain land has been sold and the money sent to the state to become a part of the irreducible school fund. The auditor agreed to take up this matter but the first question he put was that there is no money to do it. He finally said that it could be done by the bureau of public accounting and they could be paid out of the county funds and by doing it that way these boards of trustees could be required to make a public accounting of the matters. A few days ago I found the auditor of state had done nothing as yet. As a result I am not able to give you the facts in regard to these public lands. I do know however there are possibilities for

increased revenues along this line from these sources.

I have learned incidentally that many of these township boards have been very careless and sometimes indifferent and they are not fools either. Some of them have held office for many years not complying with the statute which requires election but they continue from year to year. So many irregularities have crept in in one way or another in the leasing of these lands to friends at a low valuation that I think we can make an increase of school funds from this source. I had this fact from a county auditor, Mr. Stillwell, who had himself been a teacher that certain lands allotted to his county for school purposes are being used by other counties. You have all heard of the fact it often happens that when oil is discovered on school lands and they become very valuable that the schools do not reap their share of these profits. I think it would be wise to have a legislative enactment to sell all the public lands and send the money thus raised to the state to become a part of the irreducible school fund and then it could be distributed in the regular way with care and wisdom. This would do away with a good deal of expense connected with the present plan. I think such a plan would give us an increase of funds for the expense of even a few dollars to each trustee make a large sum in the end. As I see it now this will be a good plan. I hope that I may have the pleasure of making a fuller report of this subject in the *Ohio Educational Monthly* at some later date when I have gathered the necessary information. It is a stupendous task and many school men are negligent about answering a circular letter. I shall need the services of one or two men in each county and if you receive a circular letter from me I want you to know that it is important and read and respond to it.

C. L. BOYER.

I should like to ask Supt. Cox in regard to section 16. It is my understanding that some townships sold this land while others retained it and now reap the benefit. It seems hardly fair to sell these lands and use the money for the benefit of the general domain.

E. B. COX.

That brings up the general question of the distribution of school revenues. It would take an hour to answer the questions. I will refer you to a pamphlet prepared by Columbia University covering this whole subject. I agree with Mr. Shankland that the plan of distributing school revenues by school youth is a bad one and should be done away with.

O. T. CORSON.

I would offer a motion that we have a

committee appointed with Mr. Shankland as chairman to devise some plan in regard to this matter and present it to the next legislature. Seconded.

MR. SHANKLAND.

I think it would be better to have School Commissioner E. A. Jones at the head of this committee.

SUPT. CARR.

I move this matter be referred to the Executive Committee to be reported upon at its earliest convenience. Carried.

H. M. BENNETT.

I move we endorse the work of the committee appointed by the Round Table by a vote of thanks and also of funds to meet their expenses. Referred to Executive Committee.

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## TUESDAY, 2 P. M.

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### SCHOOL ADMINISTRATION.

#### DO WE TEACH THE FUNDAMENTALS.

SUPT. J. K. BAXTER.

Several weeks ago Miss Blue, a fourth grade teacher, came into Miss White's fifth grade room at recess very much discouraged. With tears in her eyes she dropped into a chair and said, "I just don't know what to do. I've worked as hard as I can all term on Arithmetic and this morning I had only two 100's in my whole school in the test. They seem to be so careless. After all I have done they will make mistakes. I believe the children take more telling than they used to when I went to school. They make such foolish

little mistakes in addition, subtraction and multiplication; and in division they seem to get everything mixed up. In spelling they used to miss about 4 words out of every lesson; however, they are doing much better this term. In reading, they don't seem to get the meaning at all. It's awfully discouraging, when I work so hard to have them pass. I know the principal will think I can't teach."

Miss White sat and listened to her story very patiently. Then trying to encourage her she said, "Are all your pupils so careless?"

"Oh, no; Mary Wise, Florence Studie, Charlie Sharpe, and quite a number more do real well. They will all pass

without any trouble; but there is Jimmy Doolittle, and John Dull, and Sammy Slowman, and Mary Smiles and Rose Dough,—I do not seem to be able to get anything into their heads. I explain everything thoroughly and they *seem* to get it all right one day and the next they act as though they had never seen or heard of it."

Well, Miss Blue, don't you believe they sometimes know more than we *think* they do? Simply because they make mistakes now and then is no reason for believing that your teaching is not good. You say that you explain everything thoroughly. Perhaps you explain too much. I believe in letting them have time to think it out for themselves.

Oh, if I did that, I would never get over the assignment of work and the principal would think I ought to be transferred.

Well, did you ever try to let them do some thinking themselves?

Yes, I tried it some last year but it made me nervous; they were so slow.

Yes, but when pupils *think*, you must let them have time. It may seem slow at first but it pays in the end. I think if there is one criticism I would offer to the work of the lower grades it would be that the teachers help the pupils too much. They know the fundamental operations so well that they do not have patience to wait for results and hence tell too much, and thus fail to give the required drill.

Speaking of "fundamentals", what do you mean by that term?

I mean those studies or parts of studies which are absolutely necessary for the pupil to know in order to carry the work of advanced grades. I think the child should learn in the first four grades all that is necessary to know about the mechanics of reading. He should acquire power to pronounce any word he may see, unless it should have

a peculiar accent; he should be able to give expression to what he reads, and in ordinary selections he should understand what he reads. If this is done, the teacher above the fourth grade would not be compelled to waste time, trying to teach a child to read—a thing which is seldom accomplished above that grade.

Well, I can't say that I have *much* difficulty with the *reading*, especially with those who come from Miss Ward's room. She will not allow them to go on until they have done the required work. In fact I always like to get her pupils for they seem to be so well prepared in everything.

Then I was going to say that spelling is a fundamental study. If spelling is not taught well in the first four grades, the child will be handicapped all through his course and also after he leaves school. He should be taught to spell orally and to write the common words in his vocabulary and also those which he will likely have to know in order to carry the work of the next grade.

Well, I haven't had much trouble with the spelling or the writing either *this* year. Those words which the principal gave us were such sensible ones, and that plan of seeing which school would do the best worked nicely. I believe every pupil in my room can spell those orally and can write them too without a mistake. And since I insist on having *all* written work done in the best possible handwriting, I have not had any scribbling to speak of and the pupils are doing their written work so much faster than they did.

I am glad to hear you say that for I always thought that was the way to get good results. I wanted to say that I think language is one of the fundamentals, too; but so many teachers do not have any definite aim in this work and the results are miserable. Yet I must say that there has been wonderful

improvement in the teaching of language. Why, when I went to school the teacher paid no attention to *language*. It was all parse and analyze. We were allowed to *speak* as we pleased. If we were required to write an *essay*, it was on some subject that we knew nothing about. No wonder the college professors said the schools do not teach English. Let them wait until they get some of the pupils who are being *taught* English. However, not every teacher knows English and of course cannot teach it like you can.

Thank you. I do not know that I am such a good teacher of language but my pupils do not seem to have much trouble in that branch; nor do I have much trouble in geography. I do not adhere so closely to the text as some do. I aim to make it interesting by bringing in outside matter that will help the child to remember the main facts about important points. I believe a child cannot do much with geography till he has a good image of the grand divisions and can reproduce them on paper or black-board with a fair degree of accuracy. In these outlines I have him indicate the location of important cities, rivers, railroads, minerals, various products, places of national interest, etc., and know something about them. Then I think he is ready to take up a more philosophical and critical study of each continent in detail.

Well, I think you have the right idea of what the fundamentals are and how to teach them, without my telling you.

Oh. I get along with all of them better than I do with that awful arithmetic. I just can't get the results in that; I put more time on it than on anything else.

Perhaps you put too *much* time on it. Miss Drillum doesn't have as much time on her program for arithmetic as you do and she never complains about re-

sults. Were you ever in her room when she had her arithmetic class?

No, but my little nephew goes to her and he can add, subtract, multiply and divide whole numbers, and small fractions faster and more accurately than my sister who is in the first year High School.

Well, those are the fundamental processes I spoke of awhile ago. Those are the things a child should know thoroughly before he leaves the fourth grade, and Miss Drillum sees to it that they know them. She doesn't simply *think* that they know them as a school but she is sure that each pupil knows them before she promotes him.

Does she use the Batavia plan?

I do not know what she calls it, but she gets after each one till she is satisfied with results. She seems to be very systematic about it and that is what counts. I never heard her speak of the *system* she uses, but if it is the Batavia system I presume she would have made it known.

There goes the principal. What's he distributing? I wonder if he has been in my room. Hello, Miss Works, are we going to have a test today?

Only in the 8th grade. The principal gave me the list and said it was from the superintendent. He wants me to have my pupils try them to see whether we are teaching the fundamentals in this building. If my pupils do not do well, I presume he will blame you lower grade teachers as well as me.

May I see what the questions are?

Yes, here they are:

1. Multiply  $39\frac{3}{4}$  by  $\frac{1}{2}$ .
2. From  $22\frac{1}{2}$  take  $12\frac{1}{2}$ .
3. Divide  $7\frac{1}{2}$  by  $\frac{1}{3}$ .
4. Simplify  $\frac{6}{7}$  of  $91/99$ .
5. What is  $3\%$  of  $81$ ?
6.  $12$  is  $3\%$  of what number?
7. A certain load of coal was found to contain  $5\%$  stone. The weight of the



stone in the whole load was .04 ton. What was the weight of the load ?

8. Four farms were sold for taxes; the first had  $15\frac{1}{2}$  A., the second,  $37\frac{3}{10}$  A., the third,  $29\frac{7}{8}$  A., and the fourth,  $82\frac{1}{2}$  A. The price averaged \$10 per acre. How much money was obtained by the sale?

9. Add  $\frac{1}{2}$  and .207 and find  $\frac{1}{4}$  of the sum.

10. Find 15% of  $33\frac{1}{2}$ .

11. How many meters in a rod? (1 rd.=5 $\frac{1}{2}$  yd., and 1 meter=39.37 in.)

There goes the bell! Let me know how your pupils come out.

The next evening after school Miss Works had a visit from Miss Blue and Miss White. Miss Works said that some of these same questions had been given to pupils in Boston and Lynn high schools, and to students in Simmons College, and the results were very discouraging. Prof. Morris of the chemistry department in Simmons College gave a test in fractions, decimals and percentage to 40 high school graduates who had entered the college, and found that two could not multiply fractions, four could not divide fractions, and the subtraction was no better. Five could not simplify the fourth one in this list. In another class of 42 six did not know what mathematical process was indicated by "of". Fifteen could not solve the fifth one, eighteen could not solve the sixth one, and nineteen could not solve the seventh one.

Mr. Clarke submitted Prof. Morris's questions to a class of 21 just entering the classical high school of Lynn and found that the average percent. of high school pupils failing on a question was 27, and of the college pupils was 24.

In Boston English High School the entering class was given recently a test on four problems of which the eighth is a sample. Out of 351 who took the test, only 13 obtained perfect results, 168 made less than 50% and 11 got 0.

After a few days' instruction, the 9th, 10th, and 11th of this list were given as a test to the same class. Out of 367, 158 made less than 50%. So you see I am anxious to know what we will do with the list.

Yes, I saw an account of those tests in the *Popular Educator*—I suppose that is where the superintendent got these questions. You know several cities in Ohio have tried the questions in arithmetic and spelling that were found in Springfield, Mass. They were given to the pupils in Springfield last fall and the results were compared with the results obtained 60 years ago. The percents of the recent class were much higher than those of the class which took them "before the war".

How did the Ohio schools come out with them?

All that I have heard from made better percents even than the present class in Springfield.

Well, you know they go so much on correlation in the east that perhaps the pupils in Springfield tried to correlate the questions with nature work, because they were so old they had moss on them.

When will you know how your school did on the test?

I'll look over the papers to-night.

The next evening all the teachers of the building assembled in the principal's office for a conference on arithmetic and Dr. Addsom, the superintendent, was there. He read the results of the test from all the 8th grades in the city. He said in explanation that in the grading of the papers each answer counted 100% or 0. No answer was considered correct if it had even one figure wrong. He said that 337 pupils had taken the test and 132 (or nearly 40%) solved every one correctly. Eight pupils were below 50%, and not one missed all. The eight who were below 50% were scattered among as many different rooms and none of them were of the

number who had been considered on the list for promotion.

My room, said Miss Works, made an average of 97%. Only one went below 90 and that was Harry Goldrox. He made only 70%.

Well, said Miss Gradem, that is pretty good for him. I had him in the fourth grade and he ought not to have been promoted, but his mother came and said if I would promote him she would have him study during the summer while they were at the lake; but I do not believe he ever hurt himself studying any place. He couldn't read well, and his spelling was worse than his arithmetic. All he was good in was drawing.

Dr. Addsom overheard this little conversation and when he began to comment on the results of the test he said, "I think it has been clearly proven that we *do* teach the fundamentals in this city, and yet there is some reason for the criticism which comes from various sources and especially from the high schools and colleges on the inefficiency of pupils and on their inability to measure up in spelling, English, and especially the operations which require rapid and accurate work in the simple processes of arithmetic. The criticisms are perhaps just, especially when we take into the account that pupils from our very best schools in the country fail to meet the requirements of advanced work. But the reason for this failure must not be attributed wholly to an overcrowded curriculum, to correlation, or to too little time given to the teaching of fundamentals. I really believe we are now giving too much *time* to the fundamentals; especially is this true with arithmetic. We do not need more *time* so much as we need more definite aim and more drill upon the *essentials*, and a better knowledge on the part of superintendent and teachers of what *are essentials*. The trouble is not that we do not teach the fundamentals, but that

we are not careful enough in grading results. We *do* teach the fundamentals and teach them well. If we have not taught the fundamentals of arithmetic, how could so many pupils solve the problems involving these principles so accurately and so readily? But we allow our better judgment to be overruled by the fear that the superintendent will think we are not doing our duty if several are not promoted, or by being unduly influenced by parents who would feel so "humiliated" if their children did not pass.

What we need is not teachers who know the fundamentals more thoroughly, but teachers who are able to show the kind of backbone needed on *promotion* day rather than the kind they show on reception occasions in full dress.

Keep the child on the fundamentals till he has an adequate working knowledge of them, whether it takes 3 months or 3 years. If the child is simply to remain in one grade just one term or one year, as the case may be, and his promotion depends on *time* rather than on ability, then we need not expect good results. If such a plan is followed, it will not be long till some Chicago educator, or college professor who is now kicking on the teaching done by the very teacher whom he so highly recommended for the place, will advocate the building of school houses 12 stories high, equipped with fire escapes and elevators, each story consisting of one room furnished with library, blackboard, teacher and all the other paraphernalia which goes to make up a modern school room. Thirty or forty of the six-year-old boys and girls will be placed in the elevator on the first floor and started on their upward course through the school system — not necessarily in *search* of knowledge, but in a position that they cannot escape it. As the elevator slowly passes to the next room, the

regular teacher, principal, supervisor, and each special teacher pours in just the amount of knowledge required in the assignment furnished by the superintendent. This process is repeated as the elevator with its precious freight passes each room until they go through the twelfth story, fasten their class colors to the highest point on the roof, tell to their admiring parents that "Beyond the Alps Lies Italy," have their pictures taken with diplomas in hand, then go down the fire escape and out into the busy world prepared for its active duties—so long as they do not run against something which requires a knowledge of the fundamentals. By this system of elevators the *speed* is regulated by the janitor, and in case there is a criticism upon the schools, the blame can be placed where it belongs."

When Dr. Addsom stopped, Miss White and Miss Blue both looked at Miss Works, then at the superintendent, then at one another, and said nothing.

Dr. Addsom broke the silence by suggesting that if all the teachers would do their work as well as Miss Drillum had done, and be as careful in grading and promoting pupils as she had been, there would be no occasion for thinking of this novel plan and there would be no just cause for complaint from those who could not do the work nearly so well if they had the opportunity.

After a few announcements in regard to the work for the next month the meeting adjourned.

The next morning there was an informal gathering of the teachers whose rooms are on the first floor. At first Miss Gradem was inclined to be a little jealous of Miss Drillum, but after a friendly investigation of each other's methods and the results as shown by their last test, each went to her room

with a different notion of the importance of the work of her own particular grade.

Miss Blue said to Miss White I *do* teach the fundamentals. Now do you think if I can be a little more careful in my grading and promotions that the results will not be subject to such adverse criticism?

Why, sure.

## SUPERVISION AND INSTRUCTION.

SUPT. C. L. BOYER.

The greatest problem of the day is how to secure the best instruction under competent supervision. It is no longer a matter of earnest and conscientious teaching, but it is a matter of concentrated effort and skillful teaching that counts in the educational world to-day. So great are the demands for broad scholarship and highly effective service in all the avenues of life that only the best preparation under the wisest educational guidance will meet the requirements.

The problem of supervision involves the selection of good teachers and the improvement of teachers selected. This it seems to me is one of the most important duties of supervision. I am taking it for granted that the superintendent who makes the selection is a man of broad scholarship, profound wisdom and abundant discretion.

So much has been said about the necessary qualities of good teachers that it seems only presumptuous to discuss them in this paper, but this phase of supervision is claiming the attention of superintendents in Ohio just now in a way that it has never done before. Before the close of the schools this year it was not an unusual thing to meet superintendents in their neighboring towns and cities who were there for the purpose of discovering the best teachers, making note of their qualities and

inspecting the work that was being done. This is encouraging for the schools. Every ambitious teacher will be incited to do her best at all times knowing that her work will be subject to inspection not only by her own superintendent but by experts from other cities. Let me say in passing that superintendents are studying those qualities that insure success not only in teaching but in the development of character. Am I willing to trust the moral, intellectual, and physical training of my child to this particular person? is the question that every careful superintendent will ask himself before making a selection of a teacher to fill a vacancy in his schools.

That the instruction may be of the highest quality three results are to be accomplished with the teachers selected: (1) the right spirit must be developed—the wish to grow and the willingness to work. To accomplish this end teachers' meetings of various kinds are needed. There should be meetings of the entire body of teachers not too frequently called. These should be addressed by some inspiring leader, and on rare occasions, by the superintendent himself. Such meetings are largely for inspiration, but some general meetings should be held for the purpose of summing up the good things observed in the schools and of pointing out the errors noted. In the grade meetings methods and results are compared and the most effective teaching plans discussed. Meetings in buildings and in groups should be held in order to study the problems of all the grades and to give teachers an insight into the workings of the school system so as to secure a uniform line of progress.

(2) The teachers must be given the opportunity to know what better work is and how to do it. This is accomplished by visiting other schools. Several days each year ought to be granted

to teachers to go to neighboring cities to get ideas and to gather material for smoothing down the ruts of routine. Frequent visits to other schools in the same city are beneficial both to the visiting teacher and to the teacher visited. In all cases the teachers should give an account of their visits either in general or in group meetings. These reports are sources of inspiration, encouragement and improvement.

(3) There must be some certain means of rewarding the superior teacher. Rewards for effective teaching may come in the way of better positions in the same city or better positions in other places. As appreciative superintendents we should not hesitate to help our teachers to better positions even if we lose the services of those teachers whose places will be hard to fill. There is no surer way to urge teachers to better efforts and to induce boards of education to pay better salaries thereby putting a premium on good work and encouraging ambitious teachers from other cities to apply for positions.

Above all, the spirit that dominates the superintendent in the treatment of his teachers will have much to do in awakening the desire to give the schools their best service. If teachers are made to feel that the success or failure of the schools is in their hands, and are given the freedom of intelligent workers being made responsible for plans, methods, and results, and that the superintendent is their sympathetic friend and adviser interested in their success and in the highest good of the public schools, the right spirit and the wish to do well will be awakened and developed.

Supervision involves also the elimination of poor teachers from the schools. When it is found that a teacher is doing inferior work because of persistent unwillingness to improve or because of a want of natural ability, it becomes

the duty of the superintendent to see that she resigns *volens, volens*. This requires courage. But let no one fear to do his duty in this direction for the welfare of the schools depends upon his decision. Great care is necessary in the selection of teachers, but equally great care should be exercised in the removal of teachers who have shown themselves to be incapable and inefficient. Just as the course of study is made better by elimination so is the teaching corps improved by the same process. It is up to the superintendents of the schools of Ohio to improve the quality of instruction by selection and elimination. Boards of education have for years had the initiative in the selection of teachers, but they have not always been guided by unselfish motives. As a result there is much to eliminate. And this responsibility of freeing the schools from the burden of objectionable teachers now rests upon the superintendents. Let not political, religious, nor social pull prevent them from doing their duty in regenerating the schools of Ohio and giving to them the best instruction of the best men and women of the land.

The teacher is the life of the school. There can be no good schools with poor, unwilling, and inefficient teachers. To make her work bring the highest success the teacher must be scholarly, sympathetic, hopeful, trustful, tactful, long-suffering, large-hearted, not given to fretting, scolding, or nagging, neither jealous nor envious, but always willing to give her best efforts to the children under her care and ever loyal to all the interests of the cause of education.

The superintendent must supervise the instruction. As supervisor of instruction it becomes his duty to prepare a course of study or to adopt one already prepared to the needs of the schools as he may see them. This may not seem difficult to the inexperienced

superintendent, but he who has become wise through years of intelligent supervision will not attempt to revise or prepare a new course of study when first entering upon his duties in a new field of labor. At least a year should be given to the study of the schools and the requirements of the community before attempting to revise a course of study or prepare a new one. The course of study must be made to fit the schools and the community. Many a new superintendent has met his Waterloo by trying to make the schools and the community fit into his course of study. It may have been a model of theoretical correctness, of sound sequential order, and judicious correlations, but became as sounding brass and tinkling cymbal in its application. I have known schools to be demoralized even by a radical change in text-books. No system of schools can be transformed from a poor educational condition to a good one by revolutionizing its course of study or its teaching body.

In his preparation of a course of study the superintendent must know the real and work for the ideal. If there are changes to be made and new things to be added to the course, let him, as a rule, first create a sentiment for the new, so that changes can be made with little opposition. Not that he should fear opposition, but that he should ever keep in mind that it is co-operation that insures success. The superintendent should also bear in mind that the hope for good schools does not rest in boards of education nor in theoretical courses of study, but in the educational policy of the general public. It is, therefore, clear that his first duty is to determine the educational policy of the community, fix standards for himself, discover leaders to support his measures and set about to make the educational policy conform to his ideals. It is not within the province of this

paper to dictate what shall enter into the course of study, but to discuss the supervision of its application. The teachers put the course of study into operation and so are the real factors in the work of education. That supervision strengthens their work of instruction has long since become a settled fact. While supervision for the assistance of teachers may be carried to such an extent as to menace the welfare of some schools, yet this phase of supervision should be given some attention because of the liability to err in this direction. I firmly believe that supervision is not authority but ministry. Chancellor, says that the good supervisor comes to his colleagues to give help, knowing so much and being so glad to impart his knowledge that help follows in due course. The visits of the superintendent to the schools should be of such a character as to create in the teacher and the pupils a wish for frequent visits. One of the highest compliments that can be paid to him is the expression of good will and delight manifested by both teacher and pupils when he visits them. And I would not suppress the exultant applause of the boys and girls which they show when the superintendent comes. They have learned that he comes rather to help than to find fault.

In his ministrations the superintendent is ever ready to encourage the teacher in the performance of her duties. It should be his object to lead the teacher to discover her own failings. If she is noisy, let him direct her to visit a room of the same grade in a different building where a quiet teacher is getting results. He needn't say a word, but she will go back to her work with the lesson strongly impressed upon her without the pain of embarrassment due to direct criticism. Criticism will at times be necessary, but on no occasion will the superintendent criticize her

methods of instruction before the children. A kindly suggestion offered in the right spirit and at the right time, and the correction of faulty teaching by illustration will do very much more than hasty, unkind, and untimely criticism toward the development of better instruction. I do not want to convey the idea that the superintendent should not find opportunity to criticize, but I want to make it clear that he and his teachers should be sympathetic coworkers in the accomplishment of a common end—and that end the giving of the best instruction to the boys and girls who are to be the men and women of the future. Many of his teachers can instruct better than the superintendent, and he should not hesitate to acknowledge it.

The quality of the instruction depends much more upon the teachers in actual charge of the work than upon the superintendent and he ought to make them feel that the success of the schools is due most largely to their efforts. I have no sympathy with that superintendent who constantly makes his teachers feel that he alone is responsible for the success or failure of the schools and that their work pales into insignificance when compared to what he has to do. The true superintendent seeks the general welfare in forgetfulness of his immediate concerns.

To further assist the work of instruction, the superintendent must develop in considerable detail, the material for each grade, year by year, and month by month, and discuss the work with his teachers. This is important because it tends to harmonize the work and to unify effort. By this I do not mean that the superintendent should waste much of his time in the matter of details. There should be no tendency to make prominent the mechanical phase of school supervision and to leave little planning for the teachers to do. The

teachers are made better and more efficient by having to work out some of the details of their grade. They are inspired to better effort when they feel that some of the planning devolves upon them. In any case I would not have my teachers feel that they are only carrying out the plans and perhaps whims of their superintendent, but that they are a living part of all the educational work that is done.

The few minutes that have been allotted to me for this paper will not permit me to even touch on all the phases of supervision and instruction, but I want to suggest in mere outline a few points in addition to those that have been discussed.

The superintendent will establish a fairly uniform standard of promotion, will advise and counsel with his teachers in all matters relating to the work of the schools, will organize and arrange school exhibits, will represent the educational needs of the schools to the public in general and to the board of education in particular, and will keep constantly before his teachers broad conceptions and high ideals. He will rarely, if ever dictate to his teachers, but will give the greatest possible freedom consistent with unity. He will give them opportunity to study and to think and to be original in their methods so as to awaken in them a never-failing determination to succeed. If such a spirit dominate the superintendent his supervision will serve its highest purpose and the instruction will bring the right results.

DISCUSSION BY F. P. GEIGER, CANAL DOVER, OHIO.

*Mr. President and Members of the Association:*

I endorse most heartily the contents of Superintendent Boyer's paper. He has treated this broad and vital subject in an attractive way. In the few min-

utes allotted to me for the discussion of this paper, it shall not be my purpose to indulge in glittering generalities concerning the many things that might come under the comprehensive subject, "Supervision and Instruction." It shall be my purpose rather to give a simple discussion of a few salient points concerning the co-operation of superintendent and teachers in striving for the common end, the education of the child.

In the first place it goes without saying that the superintendent should be a man of rigid integrity and of uncompromising educational convictions. If he is to achieve signal success, he must be the embodiment of all that he expects his teachers and pupils to be. No system of schools can rise above the level of the superintendent. He must possess that breadth of view which is so essential in giving suggestions to all who are working with him. Since co-operation is the key to success, he must at all hazards have the hearty co-operation of the teachers in everything that he undertakes. He should endeavor so far as possible to establish cordial and sympathetic relations with every teacher. He must have an abiding faith in his teachers and convince them that he is their sincere and helpful friend. The familiar motto, "Each for all and all for each," indicates the spirit in which teachers and superintendent should labor together in their efforts to convert our heterogeneous juvenile population into an intelligent and useful citizenship.

The late Arnold Tompkins has well said that school supervision consists of two distinct phases: that of supervising the conditions of instruction and that of supervising instruction itself. We all know that the modern school-house, properly heated, lighted and ventilated as well as properly furnished and equipped, affords an environment in which both teachers and pupils are encouraged to

do their best work. The proper gradation and distribution of pupils is necessary. The introduction of text-books whose treatment of subjects is in harmony with the best modern methods, is essential. The peculiar satisfaction of receiving adequate remuneration for her services is quite an incentive to the teacher in the class-room. All these and other minor conditions that might be mentioned are conducive to better instruction, but all will readily concede that the most important duties of the superintendent are: first, the making and administering of the course of study, and the readjusting of the course from time to time to meet new conditions as they arise; second, appointing the best teachers available, placing them in positions where they can make the best use of their natural talents, and then leading, guiding and inspiring them to their best efforts.

Fortunately the law in Ohio places the appointment of teachers where of right it belongs. One of the best tests of a superintendent is the kind of teachers he puts into the vacant positions and retains in the schools. It is his business to secure the teachers that are best adapted to the positions in question and then to stimulate them to self-improvement while they are teaching. It is well to remember that teachers cannot begin ready made. Pedagogical learning must be wedded to practice. The ideal teacher is not the one that is perfect but rather the one that pushes vigorously on toward better things. To my mind, the best help that a superintendent can give to his teachers is the help that will help them to help themselves. I believe that we, as superintendents, should make an effort to reduce to a minimum the mechanical work that may be required of teachers outside of school hours so that they can use that time for self-culture. Every teacher possesses a certain amount

of vitality and as much as possible ought to be conserved for use in the school-room. The superintendent should be conspicuous as a leader of thought and by general guidance he ought to lead the teachers to a higher professional life. He must endeavor to reach the pupils through the teachers. A prominent educational writer has said: A superintendent is not a superintendent unless his best conceptions of educative processes find their way through the teacher into the life of the pupil.

The course of study at best can only be suggestive. In its administration there should be substantial uniformity but in most instances the teachers must be left largely to their own resources in working out these details. In these the head of the system should lay no clamp upon the teachers. He has been defined as "an educational expert who does not waste his time in mechanical detail." He has no right to cramp a teacher's freedom and individuality. Free inventiveness and originality on the part of teachers is always appropriate. It is too often the tendency of school systems to subordinate individuals and to destroy individuality. There is nothing that will dampen the ardor of progressive teachers more quickly than to require them to do their work with machine-like precision, while experience has taught us that teachers will work more cheerfully and better when allowed to have reasonable freedom.

The superintendent should be a model rather than a critic. This means that he should be a teacher primarily. Other things being equal, that superintendent is best who has worked his way up from the ranks. Enthusiasm engenders enthusiasm. If he is an enthusiastic teacher himself, he will not likely be disappointed in his teachers. It ill becomes him to criticise a teacher's method unless he can offer something bet-



ter as a substitute. When cordial relations exist between teachers and superintendent, they always manifest a disposition to try to please him. Things which he does not approve usually vanish without direct criticism. It is my conviction that we do not take the time to praise our teachers enough for the excellent work they do. If they teach certain things better than we could teach them, why should we hesitate to acknowledge that fact? Why not give them full credit for what they deserve? We should cause them to feel that their good work is appreciated and that we trust them. We should urge them to stand for self-respect and encourage them in their rights. We should look for their aims, ambitions, and merits, and not for their weaknesses and faults. An ounce of commendation from us is worth more to them than a pound of criticism. Their efforts flourish in the warm sunshine of genial approval. The faultfinder never rings true, and he never rings so untrue as when he is the one who ought to stand as a model for both teachers and pupils.

I have tried to emphasize the following points: that the success of any system of schools depends upon the sympathetic co-operation of all concerned; that the condition of school-buildings, text-books and various appliances, has much to do with general results; that the superintendent should exercise great care in the appointment of teachers and give constant attention to their improvement; that the teachers must have a reasonable degree of freedom in the application of the course of study; and that the superintendent should be a model teacher offering commendation rather than criticism. If teachers and superintendents combine their efforts under such conditions, the crowning result will be a more harmonious development of the pupils.

## QUANTITY AND QUALITY IN HIGH SCHOOL EDUCATION.

F. B. PEARSON.

As to quantity little need be said since this is determined by the colleges with complacent finality. True, some efforts have been made in the interest of those who do not expect to take a college course but the results have not been altogether satisfactory. So that, as a general proposition, we may say that high schools have but little to do in determining the quantity of their own work. Pupils enter high school labeled for college and the business of the school is to meet the conditions which the colleges impose. Nor, indeed, can any one reasonably complain. In the rush for the "big stick" the colleges arrived first and this instrument they wield in accordance with the laws of the Medes and Persians. In Minnesota and Michigan the high schools secured this "big stick" by adopting uniform high school courses and the colleges accept their graduates with no loss of poise or temper. On the principle that the meek shall inherit the earth the high schools of Ohio ought to be large holders of real estate by now, for they have submitted meekly and indeed, almost tamely to the dictates of the colleges. "Ours not to reason why; ours but to do or die." However, truth compels the statement that some of our Ohio colleges do not prove faithful to their own entrance requirements. (This statement will be verified upon application.) They seem to have a side entrance for the accommodation of those who do not or can not complete the high school course. On this point President Hyde of Bowdoin says, "Let us understand once for all that any college or university that is found setting its standard lower in fact than it sets it on paper, or in its tacit agreements,

is thereby guilty of the same act as the dry goods merchant who shortens his yard-stick; as the grocer who shrinks his measures; as the coal dealer who lightens his ton. By all means let us have competition between the colleges. Let us have competition in athletics; competition in equipment; competition in courses offered; competition in economy; competition in character of students; competition in the standing and record of graduates; but let us remember that cutting down educational standards is not competing; it is cheating — cheating the student, cheating the schools, cheating the public, cheating the State."

This is putting it rather more strongly than a high school man would care to put it, but coming, as it does, from a college president, it makes a good quotation. Grant's sale of the horse aptly illustrates the case.

Coming back now to the question of quantity, to do all that the colleges require as well as the best high school teachers wish it done would require nothing short of five years; and this means that quality in high school work is sacrificed to quantity, and this because of the demands of the colleges. Education, at its best, is a question of spirit, but the attitude of the colleges seems to put the emphasis upon the letter. One boy with one oration of Cicero may be better able to do the college work than another with six, and no one knows this better than the teacher, but the blanks on the certificates must be properly filled out, or the boy is promptly consigned to outer darkness in spite of his teacher's appeal.

Quantity can be measured in terms of percents, books, chapters, pages; quality can not be thus measured, and, in our educational processes, we still cling to the notion that everything is measurable. A college diploma and a teacher's certificate are still considered

incontrovertible proofs that the holder of these can teach school in spite of examples to the contrary. Assuredly, we must have the quantity but we have traveled far enough between these fence-rows of quantity and ought to break through these now and revel in the green fields of beauty on either side. Some one has said that "education is an organic development rightly measurable only in terms of power, expansion, purpose." A college diploma is no evidence that the possessor can work out to the limits of this definition in his teaching. Nor, again, will the mere process of preparing for college meet the requirements of this definition. The college graduate may prepare the boy for college in all the English literary studies and still never have touched the boy's inner self with the live coal from off the altar of literature. It is just possible for the boy to consider all these as mere pawns on the chess-board in the game of preparing for college, whereas he should be made to feel that they are the food and drink that nourish him into a broader, deeper, saner, better life. Instead of thinking that he is getting ready to do things he should be made to feel (not think) that he is doing things right now and that the doing now is preparing him for what the future holds in store, whether college work or something else. Instead of detaching a part of his real self for the work of preparing for college the whole boy ought to be focused upon the work in hand, so that he may feel that each day's work is an achievement that is worth while in and of itself. This, in large measure, depends upon the quality of the teacher and the quality of the teacher determines the quality of the teaching, and neither a college diploma nor a teacher's certificate can discover or show this quality in the teacher. Given two teachers with diplomas and certificates of equal grade,

one may have this quality and the other lack it. Turning pages is not teaching, never has been, and never will be. The process is far more vital than that. The two boys who, the other day, exhibited as their commencement exercise a complete and effective wireless telegraphic mechanism, illustrate the sort of teaching that touches life in relation to "expansion, power, purpose." These two boys wound by hand what was equivalent to forty-five miles of wire, winding fifteen miles of wire the third time, working on the machine hours every day for three months. Their college preparatory work was well done, but during those three months it was altogether minor. Their power, expansion, purpose can not be incorporated in their grade in physics. The teacher or the pupil whose spirit and work do not extend beyond the limits of his task is missing somewhat of the joy of living. The teacher who can stimulate boys to this sort of work is a real teacher—one who recognizes the necessity for this preparatory work but uses this as a means to a noble end, the work of producing efficient and effective men and women.

So long as we emphasize quantity rather than quality so long will there be a demand for "ponies," "keys," books of questions and answers—all that long train of pitiable unpedagogical calamities—and cupidity will supply the demand. Our present quantitative process permits the teaching of subjects by people who are not even students of those subjects. In United States history we continue to ask ten little questions about the X. Y. Z. papers, Mason and Slidell, and the like, and the applicant who answers six or seven of these questions is certified to teach the subject though he may never have read a book of real history. Thus this teacher is encouraged to perpetuate the traditional regime. A young man wrote forty-five

minutes upon the subject "The Result of Alexander's Conquest on the Civilization of Asia" and was admitted to college so far as history was concerned. Some day we shall be wise enough to give some such test as that to applicants for teachers' certificates. If you will stimulate my child to read Motley's "The Rise of the Dutch Republic" and Irving's "The Life of Washington" I'll freely forgive you the best half dozen histories you may name. If the boy reads these two great works I shall know that, in due time, he will read Green, Mommsen, Bancroft, Rhodes and the others and that because he has caught the spirit of history. With a taste for quality the quantity will readily care for itself.

A recent book uses the expression "wise and stupid" and I, for one, would be quite willing to reduce the quantity of the wisdom if by that means we might be rid of the stupidity, by which is meant that the high schools ought "to seek inner activity rather than formal objective completeness." The best teachers are doing this although it was not so "nominated in the bond" when they graduated from college, or took their examination. They have risen superior to the system. They have gone from the low grounds of quantity up to the heights of quality and have led their pupils with them, and the glorious view that stretches out from this vantage place brings joy to teacher and pupil alike. On the sunlit summit the pupil bids the teacher a grateful and affectionate farewell that he may hasten on to possess the goodly heritage that invites him; and the teacher is thankful that he has been able to do that for this pupil that can be measured only in terms of power, expansion, purpose. That he has awakened this boy, the whole boy, and sees him now in his yearning for the good things that lie beyond. The teacher in his joy for-

gets about per cents and college certificates, and revels in the belief that this boy, his boy, is safe. Truly, the letter, quantity, killeth, but the spirit, quality, maketh alive.

### DISCUSSION.

SUPT. F. W. WARNER.

When the committee wrote me about this paper and who was to write it I readily consented because I knew it would contain both the quantity and the quality. I can only emphasize a few of the facts which you already know. I well remember some of the subjects I did not like. I remember algebra and I remember my teacher in the high school. I said to her I like to have facts, there is nothing in a supposition. I remember her saying to me you are too much matter of fact. I remember also how I did hate grammar. We had to get so many pages. It was quantity and not quality. Then a time came when I began to understand these things and to get the real quality of the thing. Then you remember how you enjoyed these things when they became clear to you. I thought yesterday as I stood in Tiffin and saw them building the monument to Gen. Gibson of how he read certain books over and over again. I remember how he could quote from the Bible. He seemed to know it by heart. I thought as I stood there this man knew his books well and it is a good example for us. He knew these books perfectly and would say he had a better education than if he had gone into a library and got a smattering of many books. I think there is danger of reading too much. My boys get too many books. I would rather have them read a few books and read them well. I sometimes think our high schools make a mistake by reading too many books and doing too many things. We are after quantity rather than quality. I

say to my teachers, do half of the scheduled work and do it right. I believe if the boy does his work thoroughly though less of it he will be a better man and better prepared to enter college than if he skims over a great quantity of work. I remember once in Seneca county of an applicant for a teachers' certificate who did not answer any of the questions on the paper but answered ten other questions that he said he considered just as important. I often thought about this case and I do not know but what he should have been granted a certificate. This examination is a good deal of a lottery anyhow. Out of a possible thousand questions a man might be ignorant of 990 and yet know the ten questions that you would ask and thereby receive a 100 per cent in history. I remember when I went into the high school I was the only boy in the class and I said I will not struggle for any of the class honors but will try to get all the good out of the course that I can. I think I got twice as much out of that course as any girl in the class. I was in the class for the work and I got the results. I sometimes said I did not know when I did know because I wanted to be gallant. I put a large emphasis on doing a little and doing it well. It is better to get 3 problems right and know all about them than to work out twice as many and not thoroughly understand them.

I think we should put greater emphasis on the quality of the work rather than the quantity of it. I think the boy who works out 5 problems carefully is better equipped than the boy who skims over 10 problems in order to get the per cent. I hope the day is coming when we can reduce the quantity and raise the quality of our work. I would rather have my boys do a few things well than to do many things poorly. I was thinking of the illustration of the

boys in the paper who devised the wireless telegraphy. They may not have had a high per cent but they knew how to do things and to accomplish things. I think the quality depends largely on the teacher. If the teacher will he can make the work thorough. My students used to call me Mr. Why because I was constantly asking them that question. I did not care how well they could recite the printed matter. I wanted to know the reason for it. I always gave my pupils to understand that they must get the quality in their work if they did not get the quantity. In conclusion I want to emphasize this fact that the quantity will take care of itself if the quality of the work is right.

F. B. DYER.

There is a matter I would like to present to this association. We have in

this association an old committee known as the committee on education. Some years ago this committee made a report along these various lines and I think the committee should be revived again. I think it is about time that we have a report on the condition of education in Ohio. This report should take up every phase of the matter. In many respects our schools are 20 years behind the times. This committee should be required to report one month in advance so that we may be ready to discuss its features. I move that the committee on education be revived and asked to report one month in advance of the next annual meeting. Seconded.

SUPT. MORRIS.

I move this motion be referred to the executive committee to be reported back tomorrow. Carried.

## WEDNESDAY, 9:30 A. M.

### OHIO TEACHERS' READING CIRCLE.

#### TWENTY - THIRD ANNUAL REPORT OF THE OHIO TEACHERS' READING CIRCLE TO THE OHIO STATE TEACHERS' ASSOCIATION.

BY THE CORRESPONDING SECRETARY, J. J. BURNS.

It is fresh in your memories that at the last annual meeting of this body, Mrs. Williams, the noble woman who, for over two decades, had been the president of the Board of Control, handed in her resignation. At the first meeting of the Board, a successor was elected, Supt. Charles Hauptert, the gentleman who has just now officially given me public leave to speak to you.

#### FINANCIAL STATEMENT.

A balance of \$1286.81 remained from 1904-'05; paid by publishers for advertising, \$203.00; belated fees \$36.21, and membership fees for the year 1905-'06, \$1822.06, — aggregate \$3348.08; outlay for 1905-'06, \$1698.65; balance, May 12, 1906, \$1649.43.

Outlay from May 12 to June 26, including salaries of Secretary and his assistant \$944.83; balance, June 26, \$704.60.

At this point I may read a list of the enrollment by counties, to show where the O. T. R. C. has been in the last year and where it can prove an alibi:

Adams	71	Madison	142
Allen	135	Mahoning	264
Ashland	51	Marion	22
Ashtabula	0	Medina	173
Athens	500	Meigs	78
Auglaize	89	Mercer	158
Belmont	180	Miami	166
Brown	48	Monroe	127
Butler	47	Montgomery	221
Carroll	96	Morgan	93
Champaign	138	Morrow	91
Clark	18	Muskingum	183
Clermont	90	Noble	52
Clinton	0	Ottawa	47
Columbiana	2	Paulding	58
Coshocton	55	Perry	157
Crawford	81	Pickaway	62
Cuyahoga	56	Pike	61
Darke	74	Portage	14
Defiance	36	Preble	82
Delaware	82	Putnam	129
Erie	59	Richland	153
Fairfield	62	Ross	96
Fayette	38	Sandusky	34
Franklin	281	Scioto	28
Fulton	106	Seneca	82
Gallia	129	Shelby	97
Geauga	60	Stark	94
Greene	176	Summit	33
Guernsey	0	Trumbull	67
Hamilton	884	Tuscarawas	84
Cincinnati	727	Union	100
Hancock	0	Van Wert	21
Hardin	106	Vinton	94
Harrison	73	Warren	54
Henry	93	Washington	185
Highland	0	Wayne	134
Hocking	2	Williams	59
Holmes	30	Wood	43
Huron	25	Wyandot	45
Jackson	61	North Carolina	1
Jefferson	132		
Knox	117		
Lake	0		
Lawrence	60		
Licking	183		
Logan	61		
Lorain	0		
Lucas	176		

8,594

From over the border there is a few names in the county records of persons living in Kentucky, Indiana, Michigan, Pennsylvania and West Virginia.

TEACHERS' COURSE — TWENTY-FOURTH  
YEAR.

[Adopted May 11, 1906.]

- I. *Pedagogy*: King's "Rational Living."
- II. *Literature*: (a) Vincent's "American Literary Masters." (b) Macaulay's "Life of Johnson."
- III. *Nature Study*: (a) James's "Practical Agriculture." (b) Agricultural College Extension Bulletins — *free*.

These monthly bulletins, beautiful and interesting, are offered to our members by the authorities of the O. S. U., the members' names to go on the list as individual subscribers. Over eight thousand of these names have been copied from our rolls by the assistant secretary O. T. R. C. in the most legible type-writer hand.

## PUPILS PRIMARY COURSE.

*First Year.*

1. Three Years with the Poets (Teacher).
2. Kindergarten Stories and Morning Talks (Teacher).
3. Palmer and Brown's Brownie Primer.

*Second Year.*

1. Wiltse's Folk Stories.
2. The Hiawatha Primer.
3. A Child's Garden of Verses.

*Third Year.*

1. Hans Anderson's Stories.
2. Stories of Great Americans for Little Americans.
3. Seven Little Sisters.

*Fourth Year.*

1. Wilderness Babies.
2. Severance's David Copperfield and Oliver Twist.
3. American Hero Stories.

## PUPILS' ELEMENTARY COURSE.

*Fifth Year.*

1. Indian Stories Retold from St. Nicholas.
2. Poems Every Child Should Know.
3. Fifty Famous Stories Retold.

*Sixth Year.*

1. Spyri's Heidi.
2. True's The Iron Star.
3. Carpenter's Europe.

*Seventh Year.*

1. Martineau's Peasant and Prince.
2. Mowry's First Steps in the History of England.
3. A Watcher in the Woods.

*Eighth Year.*

1. Long's American Poems.
2. Lamb's Tales from Shakespeare.
3. Treasure Island.

## HIGH SCHOOL COURSE.

*First Year.*

1. Shakespeare's Merchant of Venice.
2. Scott's Ivanhoe.
3. Goldsmith's Vicar of Wakefield.

*Second Year.*

1. Shakespeare's Julius Caesar.
2. Kerst and Krehbiel's Beethoven.
3. Dickens's Tale of Two Cities.

*Third Year.*

1. Shakespeare's Macbeth.
2. Parkman's La Salle and Discovery of the Great West.
3. Macaulay's Life of Johnson.

*Fourth Year.*

1. George Eliot's Silas Marner.
2. Milton's Minor Poems.
3. Hillis's The Quest of John Chapman.

As the pupils' course has been gradually extended downwards, the Board now issues a primary, an elementary, and a high school diploma. The primary was sent out for the first time this year — 32 to Toronto, Jefferson County. There would have been a great many others if the fact that there is such a document were generally known. There were 213 high school diplomas called for, 695 elementary diplomas and 12,042 certificates. But 31 counties are represented in this bit of statistics.

At the May meeting of our Board some matters of more than ordinary importance were transacted. There had been for a few years past a call for "one book" in each branch instead of two books, notably in pedagogy, between which a choice was to be made. A convincing statement in favor of either the one-book plan, or the two-book plan, can be made in the absence of "tother dear charmer," and the Board decided to try the first named, with a slight modification.

For what appear sound reasons the Board took more immediately into its own control the important matter of adjusting with the publishers the prices of books for the use of the teachers' circle and the pupils; also the prices at which all books shall be sold; the actual handling of the books to be done by a business manager; Mr. W. E. Kershner of Columbus being selected to fill that position. The business manager is to be paid a salary of \$1200 from the profits of the sales. The books of the two Circles are, by agreement of the publishers, to be furnished members only through the business manager.

To give a potential push to the Pupils' Circle, the Board has for some years admitted an imperative duty; although it claims, at least I do, that the success of this branch of our work is not truly set out in hypothetical estimates of the yearly sales of books.

I have in a comfortable place in one of my old pine book shelves, a copy of Virgil, of the Delphini brand. It was bought *once* by my older brother; borrowed permanently and read persistently by his younger brother, toiled over by *his* three children, loaned to divers and sundry, but the original seller would point to his original entry and say forsooth that all of the tribe but one had gone Virgilless, — had never raided the perpetual feast of nectared sweets — "Hyblaeis apibus florem depasta salicti." Excuse this personal outbreak. It alludes to the fact that supplementary reading books may serve several generations of readers.

It was in the interest of that "push," additional to the reason already given, that the Board chose a business manager, who is authorized to canvas the institutes, also to visit Boards of Education and speak of the good results to accrue from the annual addition of a few volumes to their school libraries.

While in the trimming business the Board, when it came to the list of twelve to twenty books appended to each year of the pupils' course which it recommended to teachers, parents, or other folk who might be in search of the best juvenile reading, or some of it, did not follow the way of Scotland's, and the world's greatest song writer, when, in reaping his barley he found

"The rough burr-thistle, spreading wide  
Amang the bearded bear,  
I turned the weeder-clips aside  
An' spared the symbol dear."

No, it was deemed best that the weeder-clips should make a clean swath, leaving only the three books in each year. We hope it will simplify certain matters and conduce toward the good of the cause. One weak place it should cure. The Board allowed the substitution of a recommended book for a re-



quired book, though these were sometimes far from equivalent either in amount of matter or in style.

It has been already stated that the Board of Control issues four grades of diplomas signed by its president and corresponding secretary and by the president of the State Teachers' Association. These diplomas are for four years, for eight, and twelve and twenty. Each of these is worth just what the owner paid for it in honest, faithful work.

Last year I presented in my report to this body a little paper which for convenience I called a "Reader's Statement." Duly filled out, it declares that the signer has paid the fees and has faithfully read the Course for the term named. It gives his address at the date, the latest edition of her name, the counties wherein the membership was. These blanks are sent directly to the addresses given in the County Secretary's report. The number of diplomas this year is 584.

Every person whose name is sent in on the reports from the counties or from any city as a member receives a certificate; at least, an effort is made to bring that about. Sometimes the package sent to the County Secretary fails to get itself distributed. It may fail to find him. Sometimes he moves. This year there were five secretaries with plural addresses.

As has been proclaimed for over twenty years in every known mode of proclamation the cost of conducting the Circle is met by a membership fee of

twenty-five cents a year. In other states, we are told there is no membership fee charged, the receipts from book sales being made to cover all expenses. We have had no such receipts, and this potent little quarter has done about all that has been done by the Ohio Teachers' Reading Circle.

PRES. THOMPSON.

Before beginning the program this morning I desire to introduce Supt. Elson, of Cleveland, to the teachers of Ohio.

SUPT. ELSON.

It is very kind of your president to give me this opportunity to meet you all in this collective fashion and perhaps I ought to say I hope a little later on in the days to come to meet you all individually. Perhaps that is equivalent to saying that I did not buy a return ticket when I came to Ohio. It is always the desire of every one to see the newest and latest superintendent, particularly of a city which distinguishes itself by having many superintendents in one year. It is said there that three in one year is sufficient and they ought to know. I have always heard good things of the cordiality and splendid spirit that prevails among Ohio school people and I think the indication at this meeting is that such a report is well founded. I do not wish to take up any of your time and I thank you for this opportunity of meeting you.

## SCHOOL ADMINISTRATION.

### THE COST OF HIGH SCHOOL EDUCATION AS COMPARED WITH ELEMENTARY EDUCATION.

SUPT. J. M. HAMILTON.

There have been three distinct types of secondary schools in this country,

the grammar or Latin school of Colonial day modeled after the English type, the academy, and the public high school. The public high school is of comparatively recent development but has become an organic part of the school system in every state in the Union.

"The early schools of this type arose with the growth of large centers of commerce and manufactures, with the increasing sense of the importance of education in the welfare of the state, and with the expanding interest in the development and administration of great, public educational systems."

The English classical School established in Boston, in 1821, is regarded as the pioneer in this movement. It was intended as a school that should complete Boston's system by offering finishing courses to boys intended for mercantile and mechanical occupations. It gave instruction in advanced English studies, such as Mathematics, Geography, the Natural Sciences, History, Logic and Moral and Political Philosophy. Such a course could only be obtained in the English courses of distant academies and consequently was out of reach of the vast majority of those most in need of it. This school became successful and popular from the start. The example of Boston was soon followed by other Massachusetts towns and the state law that provided for the maintenance of Latin grammar schools in the larger towns was so modified as to provide for high schools in place of schools of the older type.

The second high school of national importance, was established in Philadelphia in 1838. Others followed in rapid succession, the movement spreading from the cities to the larger towns, all over the country, until the public school has become the dominant factor in our secondary education.

In 1850 there were about 28 high schools in the United States; in 1860 the number had increased to 40; in 1870 to 160; in 1880 to 800; in 1890 to 2926; in 1900 to 6005; in 1902 to 8127. In these 8127 public high schools, 24349 teachers instructed 625,804 pupils.

This brief statement of the rapid development of the high school idea, in

the United States, will serve to emphasize the importance and the magnitude of the cost of such schools.

Out of the 28 high schools that had been organized in 1850, five were in Ohio; Cleveland 1846, Cincinnati and Columbus 1847, Toledo 1849, and Dayton 1850.

Two or three incidents in the history of schools in Ohio will serve to show their development since the "good old days" of our grandfathers.

In 1829, the friends of popular education in Cincinnati, then a growing city of 20,000, took advantage of the revision of their charter to secure an amendment which empowered the city council to levy a tax for building school houses and supporting schools. Under this stimulus, by 1836, they had an enrollment of 2400 pupils and employed 43 teachers. They paid men principals \$500 per year and assistants \$300. Women principals received \$350 and assistants \$200.

At the present time, high school principals get as much as \$2600 and principals in the elementary schools \$2100, while the city spends on each boy and girl in the grades \$21, and \$38.65 for high school pupils.

From a report made to the city council in 1842, it seems that Dayton had four schools in operation, employing 16 teachers. Principals received \$110 per quarter, men assistants \$80 and women \$50 or \$16 2-3 per month.

On Feb. 8, 1847, the general assembly of Ohio passed "An Act for the support and better regulation of the common schools of Akron."

This you will observe was in the days of special legislation.

The chief argument in favor of this law was that they could educate 500 children for \$1700 per year or \$3.40 per pupil. The system worked so admirably that the fifth annual report showed an average cost of \$2.00 per pupil. But

things have changed in the 'Tip Top' city, for now they expend \$15.91 for elementary pupils and \$40.31 for high school pupils.

According to the bulletin issued from Commissioner Jones' office in December, 1905, there are 892 public high schools in the state, just 92 more than in the United States in 1880.

Of these 892 high schools, 277 are of the first grade, as classified under the Brumbaugh law, 266 of the second grade and 349 of the third grade.

By the last available report there were employed in Ohio 2326 high school teachers and 24226 elementary teachers at an annual expense of \$17,564,645.73.

The cost for elementary and high school pupils of the different classes is as follows:

In 189 1st grade schools;

Elementary ..... \$13.06

High ..... 31.65

In 67 city districts, 1st grade;

Elementary ..... \$14.13

High ..... 31.41

In 17 townships, 1st grade;

Elementary ..... \$17.24

High ..... 33.29

In 241 second grade schools;

Elementary ..... \$14.44

High ..... 29.89

In 47 townships, second grade schools;

Elementary ..... \$16.09

High ..... 30.49

In 246 third grade schools;

Elementary ..... \$12.42

High ..... 27.47

In 80 out of 119 third grade townships;

Elementary ..... \$15.36

High ..... 28.89

The average cost per pupil in all the schools of the state, irrespective of grade, estimated in the average daily attendance, in 1904 was as follows:

Township;

Elementary ..... \$15.69

High ..... 29.23

Separate districts;

Elementary ..... \$12.09

High ..... 27.59

By separate district is meant all other than township, that is, special, village and city.

An examination of the table given shows that township schools cost more per pupil than separate districts of the same grade.

This may be accounted for largely on the ground that township high schools have a small enrollment in comparison with village and city districts.

Some very interesting things appear when we examine, in detail, the cost for elementary and high school pupils in this state. Mentor, a village district in Lake county, maintains a second grade high school in which the cost per pupil is reported at \$115, almost four times the average cost of pupils in similar schools of the same grade.

Put alongside this New Haven, a third grade township high school in Huron county. In 1904, they paid \$1.70 for elementary and \$1.90 for high school pupils.

Four third grade high schools report the cost for elementary pupils more than for high schools;

Genntown special district, in Warren county, \$25.76 for elementary and \$18.75 for high; Oregonia special district, Warren county, \$20 for elementary and \$19 for high; Lockington, village district, in Shelby county, \$27 for elementary and \$17.03 for high; Streetsboro township in Portage county, \$34 for elementary and \$33 for high.

Four schools report the same cost for elementary and high school pupils; Brookville, first grade, village district in Montgomery county \$17; Portage, third grade, village district, Wood county \$17.32; Rudolph, third grade special, Wood county, \$15.00; Liberty, third grade, township, Trumbull county, \$21.98. Wesley township in Washing-

ton county and Jackson township in Preble county are practically the same.

The following townships have an unusually high rate for elementary pupils, the rate for the whole state being \$15.67:

Riley township, Butler county, \$28.00; Sugarcreek township, Greene county, \$25.22; Coverdale township, Hamilton county, \$36.36; Roundhead township, Hardin county, \$25.25; Stokes township, Madison county, \$26.00; Butler township, Montgomery county, \$25.00; Streetsboro township, Portage county, \$34.00; Jackson township, Preble county, \$25.76.

In the following schools, the rate for high school pupils is more than twice the rate for such pupils when all the schools of the state are compared:

Sullivan township, Ashland county, \$66.66; Madriver township, Champaign county, \$74.78; Mayfield township, Cuyahoga county, \$75.00; Cuba, Clinton county, \$64.00; Versailles, Darke county, \$74.76; College Hill, Hamilton county, \$67.40; Gravelotte, Hamilton county, \$61.76; Wyoming, Hamilton county, \$74.50; Mentor, Lake county, \$115.00; Lena and Conover, Miami county, \$63.75; Kinsman, Trumbull county, \$63.68; Roundhead township, Hardin county, \$79.36; Fairport township, Lake county, \$64.45; Springfield township, Richland county, \$64.00; Sugarcreek township, Stark county, \$66.66.

In all there are forty schools in the state that pay more than \$50 per high school pupil.

The five city districts that pay the highest rate for high school pupils are:

Circleville .....	\$48 51
Norwood .....	52 29
Youngstown .....	53 88
Columbus .....	54 24
Cleveland .....	61 24

Cleveland has the highest rate while Wooster, with a rate of \$20.16, has the lowest for a city district.

The question naturally arises as to how the cost of schools in Ohio compared with the cost in other states.

Some idea of the relative cost can be obtained by comparing the average in Ohio cities with the average in cities in other parts of the United States.

The average for all Ohio city districts for high school pupils is \$31.41, and the highest, \$61.24.

The cost of pupils in similar grades in the leading cities of the country is as following: Boston, \$87.99; Cambridge, Mass., English High School, \$50.89, Latin \$52.45, manual training \$101.31; Chicago \$85.62; Denver, high \$58.48, manual training \$96.76; Detroit \$51.12; Indianapolis \$34.10; Los Angeles \$38.20; Louisville, boys' high \$69.14, girls' high \$49.27, manual training \$130.12; Milwaukee \$53.91; New York \$77.61; New Orleans \$50.73; Omaha \$46.98; Providence \$86.39; St. Louis, white, \$62.28, colored, \$71.01; San Francisco \$97.00; St. Paul \$42.23; Springfield, Mass., \$65.70; Kansas City, high \$41.70, manual training \$58.46.

It is a matter of some surprise to note that the average cost per pupil in these 25 schools in various parts of the country, is \$65.58, which is \$4.34 more than the highest rate in Ohio. In another way, the average cost is more than twice the average cost in all Ohio city districts.

Cincinnati and Cleveland are the only cities in Ohio that come in the group of sixteen cities in the United States having a population between 200,000 and 1,000,000. The average salary of high school principals in this group is \$2685, of high school teachers \$1230, of elementary principals \$1455 and elementary teachers \$732. Cleveland pays her high school principals \$415 more than the average, while Cincinnati pays \$152 less. Cleveland pays her high school teachers \$111 and Cincinnati \$139 more than the average. Cincinnati how-

ever, pays her elementary principals and teachers more than Cleveland and more than the average for the group.

Toldo and Columbus belong in a group of 20 cities having a population between 100,000 and 200,000. These cities pay an average salary, for high school principals and teachers, of \$1096, while Toledo pays \$1084 and Columbus \$1128. For elementary principals and teachers, the average for the group is \$648; for Toledo \$621; for Columbus \$590. Toledo pays 8% of her total school expenditures for high schools and 54.8% for elementary schools, while Columbus pays 19.3% for high and 46.7% for elementary.

Dayton is the only Ohio city in a group of 38 ranging in population from 50,000 to 100,000. The average salary of high school principals and teachers, for the group, is \$1057, for Dayton \$1019; average salary of elementary principals and teachers for the group, \$619, for Dayton \$604.

Youngstown and Canton are classed with cities ranging in population from 30,000 to 50,000. Youngstown is above the average in all points and Canton above in salaries for elementary principals and teachers.

Lima, Zanesville and Sandusky are in a group of 74 cities ranging in population from 20,000 to 30,000.

Salaries in this group for high school principals and teachers \$877, for elementary principals and teachers \$516.

Lima averages for high school teachers and principals \$723, for elementary \$423; Zanesville for high school \$717, for elementary \$528; Sandusky, for high school \$868, for elementary \$457.

Lorain, East Liverpool, Mansfield, Portsmouth and Newark, out of a group of 60 cities, all fall below the average salaries except Portsmouth which is above in salaries for high school principals and teachers.

Out of 110 cities in the United States

with a population between 10,000 and 15,000, Ohio has eight; Marietta, Steubenville, Ashtabula, Chillicothe, Marion, Massillon, Ironton and Tiffin. These all fall below the average salaries except Steubenville and Marietta which is below only in high school principal's salary.

Alliance, Elyria, Xenia, Warren, Fremont, Cambridge and Wellston are in a group of 87 cities ranging in population between 8,000 and 10,000. Of these Warren is the only city that goes above the average at all points. Alliance is above in elementary salaries and Xenia in high school.

It will be seen from the foregoing that salaries for high school principals and teachers in most of the Ohio cities fall below the average for cities of the same size in other parts of the United States.

The high rate for some of the smaller districts and townships, as has been said, is largely due to the small attendance in such schools, and suggest that a remedy may be found in centralization. Even in districts where it is advisable to retain the elementary school, pupils prepared to do high school work could, with advantage to themselves and the community, be transported at public expense to a first grade high school. In Massachusetts, this is required by law and works very satisfactorily. However in sparsely settled communities some objection would arise to this plan.

In a great many instances, progress in education would be greatly promoted by abandoning third grade high schools when there is a good first grade school in reach.

A first grade high school whenever possible, should be made the center to which all high school pupils, within a reasonable radius, should be conveyed at public expense. The added zeal and stimulus that comes with larger numbers and better equipment will more than

compensate for the possible increase in expense and the inconvenience of distance.

The movement to consolidate school districts, making larger units for tuition and school membership, will secure economy, better salaries, fewer and better teachers and longer terms of school, with far better opportunities for the children in the matter of classification and instruction.

### DISCUSSION.

RUBY E. C. MASON, WELLSVILLE.

I am sure I am merely voicing the sentiments of all present when I say that we feel ourselves under special obligations to Mr. Hamilton for his able and lucid statement of this important question. The statistics which he has so carefully presented suffice to indicate the salient features in the relations of these two important spheres of educational activity.

I shall therefore devote the few minutes allotted to me for discussion, to emphasizing one or two aspects which I deem of special import to an adequate appreciation of the situation.

I fear that both interest and inclination may have combined to render me somewhat partisan in my views, but I am sanguine that this clear and concise comparison to which it has just been my privilege to listen, will serve to correct any undue partisanship.

I have always appreciated and have been in sympathy with a unified system of education; with a coherence in studies and in methods in the elementary and secondary schools, but I feel that for the healthy development of each there must be a divorcement of management and decidedly so of appropriation.

As in the departmental store, each de-

partment has its own fund, is self-sustained and self-sufficient, yet in aim, purpose and method is a part of the great whole, so I think, should each school stand to the other.

The plea of the secondary school is not on behalf of a novel institution, for, the secondary school is the most ancient of existing institutions. If the University can plead antiquity in behalf of its maintenance, much more can the secondary school, since it antedates the University by several centuries.

By the side of the secondary school, the elementary school seems in comparison but a creature of yesterday.

But in America, a new country with a ready made civilization it was natural that the elementary school should be the first child of the early settler, and as the country grew wealthy, the pampered child. The child has grown until it has become the pride of the nation and rightly so, but in the meantime the parent, the country, has passed from a new country to an old country, it requires the competition not of men who can merely read and write, but of men who can vie with each other with all the culture and learning of Europeans.

The American and French revolutions showed the nations participating in them that the stability of representing governments must rest upon the intelligence of their citizens and these great movements in the interest of free government called attention to popular education with a force never before equaled.

The modification going on in the method and curriculum of education is as much an effort to meet the needs of the new society that is forming as are changes in industry and commerce.

Truly the great trend of the educational movement of the country has been to give to all alike opportunity for the broadest culture and to popularize learning.

But the progress in practical support

has not kept pace with the development of educational idea.

Those who hold the purse strings belong to the schools of last century.

The log school house has passed away with the pedagogue who wielded the rod, and who, for remuneration received \$1 a week and his board, the board obtained by living a week each with the families of the district, and whose required equipment was a knowledge of the three R's. But the effect of the environment is with us yet.

We have learned and are profiting from the fact that the prosperity of a town is estimated by the stability and magnificence of its school buildings and everywhere over this broad Union the traveler sees first and admires the splendid public school buildings. Educational theories have so far broadened that it is no longer claimed that the old schools were the best schools, where hard benches, poor print, plain walls, and bad air were the constant companions of the pupils while they studied.

School boards have become alive to wise selection of site, to artistic architecture, to consideration of sanitary laws. The subjects of ventilation, heating and lighting receive careful attention, even decoration both inside and out has been most bountifully considered but first, last and always for the child.

Important — Oh surely! and far be it from me ever to cry halt to the good work, but I cannot refrain from looking forward a few years, when the small boy, do what you will, has grown out of short pants. We are compelled to *provide* notice not only to look to the needs, but to *foresee* the needs of the *youth*.

We can only have a perfect system of education by being true to the *full* growth of all the individuals who make it up.

The secondary school must provide for the education of the youth, of the

boy and girl between the period of childhood and young manhood and womanhood.

Thus secondary school pupils are adolescents, their tastes and capacities are rapidly forming and finding expression. To afford opportunity for these to develop, to encourage them to develop along the best and most effective lines in an obvious duty.

To lay the foundation for that cultivation and inspiration that mark the truly educated man by instruction and discipline, is surely the aim of every secondary school.

Every high school is and must be, a preparatory school for college.

To prove that it is worth while to have it so I would like to note one statistical fact that will illustrate how education provides society with men who can do substantial things. An investigation carried on some time ago by President Thwing of Western Reserve University showed that one out of every 40 graduates as against one out of every 10,000 non-graduates of the entire population reached a degree of distinction sufficient to give them a place in Appleton's Cyclopædia of Biography, a proportion in favor of the college man of 250 to 1.

Notwithstanding the fact that some are left to discourage with the argument that only the few go to college, still we would make it a preparatory school. Set the standard high, hold up the ideal, and the community will respond.

Recently the argument was brought to me that a certain community was a working community; that the people did not send their children to college, and that many of the parents did not wish the children to study Latin and that it was necessary to cater to the people. It seems to me that this is regarding the matter the wrong way round. The uneducated mass cannot make the stand-

ard for the high school; the high school must make the standard of education for the mass.

Until one has tried it, one cannot believe how quickly the tone of a community will change; how eagerly boys and girls will seize the opportunity when it is given to them. Let the people know that the University is no longer for the few; that opportunity is for every son and daughter who so desires and the 60% of graduates who do not go on to a higher educational institution will rapidly change to 60% who do go on.

But even if this reversal were not true, the efficiency of the high school for preparing its students for life competition would be none the less impaired by adhering to a college preparatory course. For, as President Nicholas Murray Butler of Columbia University so ably pointed out before the school-masters' association of New York, it is profoundly time that that which is intrinsically the best in any particular stage of development, is also the best preparation for that which comes after.

The secondary school period brings many of our daughters up to the age of wifehood and motherhood and our sons to the vestibule of practical life, to the portal of the ballot-box, to the verge of citizenship.

Can any amount of money be too much that is spent to increase the efficiency of such a work.

We have said that we have the beautiful school building,—but it is the elementary school.

Perhaps I am mistaken, but I believe that in nine towns out of ten the high school is housed in make shift rooms or in the left-overs of the grade rooms.

The primary school is necessarily the first school built. When the development of the town has reached a sufficient stage to call for a high school, a part of the elementary school is set

aside for that purpose, and the elongated legs of the youth are in some mysterious way tucked away under a child's desk. If they are, more often than not, in the aisle, who is to blame?

Biology, Geology, Physics, Chemistry, Botany and Zoology are required in a sufficiently broad high school course and they require laboratories, but unfortunately laboratories are unpremeditated luxuries.

The rapid growth of knowledge is forcing us into expenditures that are absurd to the unknowing mind.

Two or three centuries ago the very wisest men knew even less about geography than the school-boy of ten years knows to-day.

A little more than 300 years ago the ambitious King of France thought that he could find a new route to India by following the St. Lawrence river.

At the beginning of the 19th century electricity was considered the toy of scientific men.

In the 20th century electricity has become one of the most important agencies in industrial and commercial life. The United States entered the 20th century leading the world in application of electricity to the arts, and her electrical inventions are rapidly displacing those of other nations.

It is our part to give every youth a chance to compete in invention. Many a man can recall with reproach the longings and possibilities for larger things he was never assisted to realize. Such a reproach is the bitterest a child can feel. It is a disregard of his divine right.

To meet this demand on the high school, special teachers are required and specialized labor comes high.

Much and expensive apparatus is required.

Laboratory work, too, is individual. A community is slow to realize that a



teacher of this work is earning his salary if he has less than 30 in a class.

Emerson wrote to his daughter in college, "It matters little what your studies are, it all lies in who your teacher is."

Constructive individuality in the teacher is the greatest thing in education, but individuality or personality is rare and costly. Steel trusts and great corporations are paying fabulous prices for this characteristic.

But even individuality and specialized labor are futile in the school-room if they are not in the hands of a trained, experienced teacher.

Some men can tickle the earth with a hoe and it will laugh a crop, so some teachers can get results. Surely such are worth their price.

Boards of education have learned that if the art of teaching is to be learned by practice, practice or experience costs too dear to the child and the course is apt to be too long and tedious, so they have come to demand that grade school teachers shall be graduates of normal schools.

Perhaps no secondary school or even college in America can show teaching to compare in mastery of scientific method and in technical skill, with the best teaching to be seen in many of the public elementary schools.

Consequently pupils fresh from the vigorous intellectual and moral growth of a well conducted elementary school turn aside with disgust from the machine methods of dull uninspiring class exercises of the average high school teacher.

No fresh college graduate, however well grounded he may be in the sciences or the classics, is capable of teaching, until he has received pedagogical training and until he has learned to take a genuine and intelligent interest in education for its own sake.

Experience can not take the place of

training. The relation of the untrained experienced teacher to education is just that of the motorman on a trolley car to the service of electricity. He uses it, but of its nature, principles and processes he is profoundly ignorant.

Again the mind does *not* live in the body as its clay cottage, but rather it grows in the body as a plant in its soil.

A poor soil means arrested growth, while a good soil conditions full fruition. It behooves us then to consider physical education even before mental education, if we would follow nature's own leading, and to put the education of the body into the basic place that is its due.

Hence as play has gained a place in the elementary school, athletics and gymnastics have gained a permanent place in high school education; but it has gained its place before the average town school has the equipment to meet the need.

Nor can we forget that body, mind and soul grow contiguously. We have responsibility for the soul growth.

Even goodness is not sufficient. The Puritan ideal needs to be supplemented by the Grecian ideal of beauty.

We're made so that we love  
First, when we see them painted, things  
we have passed  
Perhaps a hundred times nor cared to  
see,  
And so they are better painted, — better  
for us,  
Which is the same thing. Art was given  
for that;  
God uses us to help each other so,  
Lending our minds out . . .

If we have come to appreciate what beautiful pictures can do for the child, how a picture of the Madonna may teach the street urchin that the world is full of love and he himself is entitled to a share of it, we can not afford

to be slow to desire for our high school boys and girls the inspiration of all that pertains to art and beauty.

Now to summarize the situation. Heretofore the crying evil in the consideration of this question has been not disproportion in the distribution of funds but, in effect, a "lack of proportion." We would not disparage the function and essential attributes of the elementary school; for its present efficiency has made it the envy of other nations. But surely we should not suffer prosperity to blind us to claims of other co-ordinating and important agencies.

The undue prominence which the elementary school has attained in the public mind is not, however, to be rectified by curtailing its resources. This would be inconsistent with American liberality. To aggrandize one sphere of educational activity at the expense of another is decidedly at variance with the commercial instincts of our age. What we are in most need of is a truer perspective both of the goal to which we aspire and the ways and means by which it must be attained.

If our Boards of Education evince a decided propensity to unduly emphasize the importance of the elementary school, it is incumbent upon us teachers to correct their prejudices by leading them to a realization of the great role which the secondary school has been called on to play in our national development. The machinery for giving effect to this idea is already to hand; it merely remains for us to begin the work. Other countries have sought to remedy the evil by divorcing the authorities in charge of elementary and secondary education. Under this latter system it is claimed that greater efficiency is attained, and a more adequate distribution of support ensured, through the medium of competition.

Business methods have been called

in to rehabilitate those parts which either through neglect or undue partiality had been suffered to lapse into desuetude. In these countries the elementary schools have been intrusted to a Public School Board, while the care of Secondary education has been confided to a High School Board. These two bodies are co-ordinate in authority—though entirely independent in their respective spheres. Each prepares its own budget; each makes its own requisitions from the municipality—for its own support.

In practice each body is found to vie with the other in securing such appropriations as are considered essential to the well being of their particular departments. The result has proven the truth of the maxim: Competition is the life of trade.

It is found that neither school is stunted in its growth for lack of adequate support. There is no pampering of one to the dwarfing of the other's activity. But each is found to flourish in healthy co-operation, being parts of a well-balanced organism.

We have thus referred to this experiment in other countries not with a view to pointing out a needed reform in our own system, but rather to indicate how our present organization may be utilized to attain the same end. In the United States the Superintendent has been instituted as the bulwark of the weaker part of our system, and the custodian of a thriving and well-balanced public school system. It is his function to warn the Board of Education against the evils which are sure to accrue from any undue pampering of particular parts. His prime interest is in the organism as a whole, his secondary concern is with those parts whose lack of efficiency is found to redound to the disability of the completed body. It is therefore his special prerogative to emphasize the increasing importance of secondary edu-

cation, in the general scheme of public school instruction; to urge the expediency of increased appropriations as a means of healthy and vigorous development, and to educate the municipality and particularly the manipulators of the purse strings.

Nor indeed must the burden be wholly cast upon the superintendent. His efforts must be heartily seconded by every teacher from the kindergarten to the high school for under such an aim and under such leadership the Utopia of our educational life—namely a unified and well balanced system—will not remain far distant.

Let it not be that the education of last century shall have the restricting power over the education of this century.

What the best and wisest parent wants for his child, that must the community have for all its children.

But as Shakespeare makes the learned Portia say:—If to do were as easy, as to know what were good to do, chapels had been churches and poor men's cottages, princes' palaces.

## DISCUSSION.

PRES. THOMPSON.

I will ask Miss Sutherland to introduce the next speaker, Miss Tappan.

MARGARET W. SUTHERLAND.

When I first started to school I was admitted by a man whom I thought then the greatest man that ever lived next to my father. That man also admitted me into the Ohio State Association and I then thought he was the greatest man in the Association and I still think that for clear intellectual power and sense of honor Dr. Eli T. Tappan has never been surpassed. When I taught in the Steubenville high school there was a bright young girl there, a niece of the same man, Dr. Tap-

pan. When you hear her paper I trust you will think of her neither as the niece of Dr. Tappan nor the pupil of Margaret Sutherland, but as the primary supervisor in the Steubenville schools.

## EFFICIENCY THE BASIS FOR INCREASED PAY.

ISABELLE TAPPAN.

On a summer vacation, spent in the south, I noticed frequently before a laborer's cottage a boy of perhaps six or seven, crawling with unbent knees and elbows, upon all fours. At first glance, the position might have been mistaken as one of play—but a second glance at the misshapen feet and limbs brought a surge of pity to my heart.

Poor little child, he must spend his life crawling about toilsomely, with narrowed horizon, measuring the span of his days near the ground. The picture of this little chap, moving slowly here and there in the dirt, with face to earth of head thrown back in strained position to catch occasional glimpses of sky, and a higher happier world than that in which he was doomed to dwell, has staid with me through the months; probably it will remain with me through the years, for it has come to typify to me the condition of many of our teachers.

For a comparatively insignificant sum that little child could walk upright, free of limb and heart, live a fuller, broader life, and eventually take his place as a working unit for the ultimate advancement of his race.

Hundreds, yea, thousands of disciples, mark you of poor teachers—waste yearly without a thought of responsibility, the sum that would secure for this child the services of a specialist.

How many of our teachers enter the profession crippled by want of proper

preparation, and work on year after year, face to earth, with narrow and constantly narrowing horizon, on a salary that makes self-improvement well nigh impossible. Some of these, like the little lad, are content, know little or nothing of a higher world of thought, or of an opportunity to learn and gain an ever growing power to inspire others with a like ambition. That art is an expression of man's joy in his work, possible only to those who have climbed high enough for a bird's eye view, with resulting knowledge of relations and directions, and consequent ability to work along truer lines with definite ends in view.

No, for the contented, self-satisfied teachers, I make no plea. These are cases for kindly elimination from the profession, though many of them might have quickened to some life form under more favorable conditions.

Our cripple in turn reminds me of the class of teachers aptly illustrated by the Missouri mule of which Supt. Greenwood tells. He met two boys riding a very big mule. He asked the boys "How old is your mule?" Promptly came the answer, "Four last spring." He next inquired, "Will he ever be any bigger?" "No, sir, he is as big now as he will ever be and a blamed sight bigger." So, too, some teachers show up rather brilliantly for a few years—then the period of deterioration sets in. In connection with this class, I recall two young women, teachers of Latin in a city high school. One, having a class made up largely of pupils (who had entered on re-examination) searching for some way of simplifying inflection, finally worked out a little plan with colored crayons, whereby to explain and emphasize roots and stems, fix them, and so go on to terminations. The other, happening in, thought the "kindergarten scheme" made a good appearance on the black board, and

forthwith returned to her own room to decorate her walls with such piecemeal, methodless declensions that her class, a bright one beginning to grasp the subject, were delayed for weeks in gaining a clear understanding of their work. Yet this second teacher made a more brilliant showing and for a few years increased in bulk so to speak, much more rapidly than the first. The sooner all such are transferred to some other field of activity the better.

I am pleading the cause of those who enter the profession with high ideals, earnestness of purpose, natural aptness for their work, and fairly good preparation for it.

How many of these find themselves at once swamped in work—with classes it may be each too large to handle successfully—the day an uninterrupted succession of duties—evening finds the teacher exhausted and a few years drain the greater portion of her teaching vitality. And this because the people's representatives believe their city can afford to spend no more on her schools. Yet the instance of a city board of education which has bought three sites for a new high school building at exorbitant figures each, in turn to be declared unsuitable, has many parallels. No town or city can afford not to expend more in remunerating her efficient teachers, thus enabling them to become more efficient, than she is now expending.

That a teacher's profession is in a few years stamped upon her has become a byword, and is no complimentary sense. Have you ever considered the whys of this? Let us go into them a little way together.

Your housemaid or cook is paid from three to seven dollars a week, according, *note*, to her efficiency. Food, heat, lights, even a portion of her clothing are furnished her. Her employes, too, supply the daily newspaper, together

with more other reading matter than she will ever make use of. Out of her twelve to thirty-one or two dollars a month, then, she must do what? Partly dress and amuse herself—that is all. Neither her station nor her own mental development demand a very high grade of either. Pretty good pay, isn't it?

Your grocery or dry goods clerk receives from four to twelve dollars a week, again according to efficiency—with the privilege of buying for his needs at a reduced price, any line of goods the store carries. Telephone and newspaper are at his disposal, which last is his principal reading matter. The possible magazine or book he cares for are not high priced, and a cheaper show and suit of clothing meet both his needs and his desires. In addition to this, during his fortnight's vacation each year there is no cessation of wages. How do these figures which are conservative compare with the four to six hundred a year of the teacher? Yet that same teacher out of her salary must secure food suitable to nourish both body and mind, dress fairly well, according to the dictates of refinement, supply herself with books, educational papers, magazines, attend lecture courses with perhaps an occasional good play or opera. For which last two, by the way, she is always thankful to afford an upstairs chair. You are all too familiar with the prices of these things for any quotations of them to be necessary.

Yet all this the teacher must provide, mark you, for twelve months of the year, drawing an exceedingly modest salary meantime for eight, nine, or at most ten. Here is the reason why the teacher joins clubs to buy books, magazines, lecture course tickets, etc.; losing in the first two the advantage of marking them or cutting out especially helpful passages—in her own way making them her own—in the latter perhaps missing the very lecture or

series of lectures that would have most bearing upon her highest professional development.

Of course if one can not own and live with a masterpiece, it is an excellent thing to be able to look at it, and carry away as much of it as possible, but for my own part, I had as lief borrow a dress as be compelled to rely upon some one else's book or magazine along some line of work particularly near and dear to me.

Here is your reason, too, why a good many teachers cook an egg over a Bunsen burner, or brew a cup of tea in the school building at noon time. A poor preparation this, for the afternoons work, with perhaps algebra or the stupidest class in reading for the last period.

On the salaries teachers receive not only the strictest economy but actual sacrifice in some directions is necessary. A large percentage of the women economize in food, or do some of their own sewing; the men give one hundred and forty-eight private lessons, lecture, act as agents, etc., to eke out their slender resources.

A high school faculty of fourteen whom I know have a cooked luncheon sent in and served at a cost of about twenty-five cents a piece per day. One of them, a splendid teacher, withdrew and carried a sandwich or two from home, in order that her *direct* professional needs might not suffer. She had excellent carbon photographs of Millet, Corot, Raphael upon her walls—the latest authorities on her subject on her table for the students. *Had* I say, for she is in Colorado now, seeking health, resigned at the age of twenty-eight. In my personal experience there has been no greater loss in this fashion to the profession.

Finally, no class of people, not even the clergy are called upon so often for assistance in what may be very broadly

designated charitable work. Outside the actual pupils to be helped—a line of work of which most teachers do a great deal more than they can afford or the general public begin to realize—there are the tickets to buy, the agents of books we know we can never use, to help out because they are former pupils, and so on without end.

When you consider all these indisputable facts, can you wonder that many of our teachers, striving so earnestly in the face of such heavy odds, to realize their ideals and accomplish the purposes of their high calling, acquire that strained, pained attitude toward life that makes an unthinking public so quickly and accurately to characterize *them* teachers?

Some with greater physical strength, broader personality, or slender personal resources to eke out their pittance, escape. They but serve to emphasize the rule. Oh, it is a brave fight, a hard fight, and it's been a long fight, fellow teachers, but some day another Tennyson will sing the successful charge of this permanent army, for we are bound to win. Or is it not rather an epic, that will call forth the modern Homer to write "The Teachers' Iliad?"

It is the general judgment that the first view of Niagara Falls is disappointing; that for anything like appreciation of them, one must live for weeks or months within sound of their waters. Visitors to Colorado, attempting to describe to us the wonderful depth and clearness of the atmosphere, the marvelous colors of hill and canon, stammer and grow dumb before the magnitude of their subject.

Yet most children must obtain their ideas of nature's wonders from teachers whose salaries admit of no journeyings.

Every teacher's vacation should be spent in such manner as to increase vitality, develop power, broaden person-

ality. One of the best means to this end is judiciously planned travel.

All affirm that the efficient teacher must be a man or woman of culture. Culture is a ripening process of soul, intellect and character; and all ripening processes require time and favorable conditions. The mahogany that in the hands of the finisher is capable of taking on such beautiful coloring, has in its proper environment had years in which to attain ripeness. Ye who vaunt your knowledge of horticulture and other cultures—why are you silent when the culture of teachers is concerned? Nature and the God of nature are great enough to accomplish their work by universal law, and so this with all the rest, requires the time and favorable conditions, only purchasable in this case with money.

Nor will all the Normal schools, colleges and universities in creation, help to solve our problem; we are talking about how to remunerate justly the efficient teacher, are we not? The one who in the school room shows natural aptness, progressive spirit and a naturally sequent tendency to grow, to ripen. Then she must have the mental food—the opportunities for eating, digesting and assimilating it, that are the essentials of *true* ripening and development of power. As well expect her to do at one sitting the eating necessary to produce and maintain a sound body as to demand that in preliminary training she prepare for her life work. Why, if she is to be an efficient teacher, at this period, part of her professionally is in its infancy, more is yet unborn.

No age, no nation, can be greater than its teachers, and the uttermost strides taken by any people may be measured, may be bounded by them.

In proportion as our teachers are efficient will the nation be educated.

How pitifully few of our great teachers, masters in any field, have had

adequate opportunity to produce anything like what they were capable of: Mozart, Rembrandt, Pestalozzi, all struggling much of the time for the very bread to keep soul and body together—the one drawing masterpieces with chalk upon the pavements, the other writing them upon the butcher's paper from around the unpaid for meat, the third, in that bare little school-room at Stanz, revolutionizing educational ideals, principles and methods. Yet from the days when Rameses spent thousand upon pyramids and Nero burned a city for pastime, there have always been fortunes to waste upon the amusement of those, the quality of whose pleasures prove the inefficiency of their teachers.

We think tenderly, speak reverently of our great leaders. What Pestalozzi accomplished weighted down with the irons of adverse circumstances and popular lack of understanding and sympathy, has been at once the comfort and inspiration of overworked, discouraged teachers ever since. But ah, given some one to open his purse and say, Here, do what you will, great heart, great mind, work but your plans of education unhampered, unharmed by this daily, hourly need of money wherewith to do—have you ever tried to imagine what practical developments his great ideas, ideals and purposes, he must have been able to bequeath to us? What opportunities missed for educational methods and purposes to stride far in seven leagued boots, lost—for the lack of a little money! The parallels among the ranks are countless. I recall a man, educated here and in Europe, who for years has been eminently successful in his chosen work, Latin and Greek. He has collaborated with recognized authorities in his line, who have for years expected him to present to the profession some decidedly helpful, practical suggestions, improvements he

has been using in his own class-rooms. Two years ago, pointing to his white-ning locks, I asked why he had not fulfilled the expectations of those who had watched and appreciated his work and ability. With a shrug and wave of hand at the boys and girls about his table, he replied, How could I provide bread and education for these, and save time for real thought, on what I have been able to earn? There are too many good teachers for anything but my best, to be acceptable; and that means time and freedom from worry concerning immediate necessity. Is he an exception? How then shall we provide for the goose that lays the golden eggs, guard the spring of youth that gives to men and nations an ever increasing vigor and vitality,—in other words, how shall we take care of our efficient teachers?

Pay them a salary that will provide—first good food and comfortable quarters for their bodies—then the books, professional papers, magazines and lectures, necessary for a comprehensive grasp of their work; next such special instruction, summer courses, etc., as their experiences shall prove them to require; next, traveling that rests, invigorates and broadens—that gives an approximately adequate conception of nature's wonders and an enthusiasm that results in better teaching all along the line; travelling that sends back to her school-room in the fall, a teacher born anew, rested and invigorated physically and mentally, with true, an additional knowledge of geography, but better than that with a bigger, finer grasp on life's problems, a mind made more alert by coming in touch with other minds, a heart more in sympathy with problems of the day and with the men and women, the boys and girls who must meet and solve these problems. In short a broader gauge teacher. Finally, rid her,

so far as possible, of those petty worries so fatal to the best teaching.

Along with the others insure, in some fashion, a modest competence for the old age which comes to all of us, when even the burdens we love best and have borne longest, grow heavier apace, and we long to sit down and rest, thinking on what we have tried to do, watching those who in turn are carrying on our work.

Indeed, the work of the teacher is so exacting, the subjects entrusted to her are so sensitive to her impress — the results, good or bad, so immeasurable, the demands of society, of the community so exacting, that the trifling remuneration doled out to him or her in dollars is utterly incommensurate with the work done. But, when we enroll in the list of teachers, we pledge ourselves to use our whole best self for the betterment of our work. And whether the salary be great or small — we owe to the children under our care all we can give —

"Work thou for pleasure; paint or sing  
or carve  
The thing thou lovest though the body  
starve.  
Who works for glory misses oft the  
goal;  
Who works for money carves his very  
soul.  
Work for the work's sake then; and it  
may be,  
That these things shall be added unto  
thee."

#### DISCUSSION.

H. C. MUCKLEY.

If I can throw in a sort of baritone accompaniment to the fine soprano we have enjoyed in the paper presented I shall be content. You have had a taste of the call to a higher life on the part of us people who profess to be teachers and leaders of men, women and chil-

drne. I want to call your attention to the unity of our program. On yesterday morning we had the pleasure of listening to certain suggestions by means of which more revenues might be secured for our schools. To-day we have the more difficult task of the equitable distribution of these revenues. The task is a difficult one, involving, as it does, the relation between the work of the teacher and the compensation he receives for it. You all remember the poem of Jane Taylor entitled *The Philosopher's Scales*. These scales were devised by a monk when his day's work was completed. These scales were so wonderfully constructed that they were not made to weigh sugar and tea but the finer qualities, senses and feelings. Every time I approach a subject like this, namely the efficiency of the teacher, I wish for these philosopher's scales in order that I might weigh certain things against certain other things. You will remember our philosopher tested the value of the scales by pulling in the head of Voltaire. It is said to have retained all the wit that had ever been there. As an opposite weight he threw in a torn scrap of leaf containing the prayer of the penitent thief and the result was that the scale containing the prayer went down while the head of Voltaire rose and escaped at the roof. So significant are these apparently trifling things in life that enter into the teacher's life that we do not take them into the consideration that we should. I quite agree with the proposition that the compensation for any work should be in proportion to the relation of that work to the development of wealth and I do not believe there is any profession standing so closely related to the production of wealth as our profession. Sometimes we make an approximate result that is sort of blinding. We are discussing this question from a material basis. It is the teachers of America who have



quicken the pulse of trade. These great ships which ply the waters and carry our commerce are manned by the school boys of a generation ago. They are the men of to-day who monopolize trade and develop the resources of this country. They are able to do these things because of the stimulus given to them by the teachers of twenty years ago. There is a close relation between our work in a political economic sense and the development of our country and its great wealth. Our public school teachers have made it possible to increase the productiveness of our commonwealth because of the knowledge gained in our public schools. It has increased the fertility of our soil. We have been able to unite the great forces of the sun and the rain thereby multiplying the producing power of the earth. This knowledge gives rise to wealth. Not only does the teacher's work contribute to the material wealth and the potentiality of the machinery doing the work of the country, but it actually adds to that wealth and wealth is the relation between human consciousness and the feelings, tastes and desires in our environment which satisfy that inner craving. The moment you create a new desire you have added a source of wealth. In order to fill these desires there springs into actual existence a multitude of things which become wealth. Well can the people afford to pay the public school teachers, for if they had not put these desires and ideas into the minds and hearts of the people, we should not have these sources of wealth. We create a condition which makes wealth desirable. It brings it into existence in this country. As wealth is produced by our efforts and our labors we are entitled to a larger

remuneration. I do not mean that it is to be given to us, but we are to return the equivalent for it. There is a burden resting upon us in this matter. I saw a hundred Italians at work the other day on the street railway. A man was overseeing them and if a man did not handle his shovel dextrously enough he was told the job would be given to some one else. If in digging he was making no showing as to the pile of earth to be removed it was given to some one else to do. In this case the progress of the work could be seen. If the teacher's profession was one of cutting and clearing wood you could see the progress of the work. In such case how easy it is to estimate the value of the work done. But the teacher's process and the teacher's work are invisible. We must wait for the results. We have certain aims which are to be realized later in life. In the manufacture of coal tar there is a by-product made such as oil which is very valuable. So in the work of the teacher. We sometimes think knowledge a great thing and perhaps it is. We need to know the key that unlocks the secrets of nature. Knowledge is power and along with that power which the teacher has of arousing and stimulating the child to greater activity in knowledge there comes that something so hard to define. It is that reach and that grasp which enables the child in later life to do something. It is that reach and grasp which enables the teacher to look out into the future. That teacher is efficient who has the reach and the grasp to look out into the future life of the pupils and see the ideals which he is building for the men and women of the future who are now entrusted to his care.

## WEDNESDAY, 2 P. M.

## THE ETHICAL PHASES OF EDUCATION.

## WHY DO WE EDUCATE?

SUPT. C. L. CRONEBAUGH.

In attempting to answer this question I shall assume that the pronoun *we* refers to the people taken as a whole rather than to this body of educators; that the term is confined to the people of this country, and that reference is had to the present time. Such an inquiry involves a knowledge of the intents and purposes of all the people including in its scope persons of all ranks of society and of widely varying degrees of intelligence. No attempt has ever been made, so far as my knowledge extends, to gather the necessary data upon this subject to give an exact answer to the question. The conclusions must therefore necessarily be based purely upon observation within a very limited field and must be wholly empirical in their nature.

If the desired data were at hand a generalized answer might be given derived in a manner similar to the method employed in finding the resultant of a number of forces acting upon a body as is done in physics. To make such a statement valuable, it would be necessary that all the components be known from which the resultant is derived. What a complex problem! Yet the problem exists, and the answer is being given in daily life in that which we do, or rather in the results which we obtain in the great scheme of public education.

The forces that determine the trend of public education may all be included under (a) those that are inherent in the human race and which compel progression rather than retrogression, of which the race is probably wholly uncon-

scious, and (b) those by which individuals put forth a conscious effort to resist the downward tendencies of unfortunate hereditary influences and vicious environment or to make an advance upon present conditions and achievements. With the first of these we can not deal, for if we could they would fall into the latter class. The second class at once suggests (1) those forces which are incidental and are directed to ends and aims entirely distinct from the purposes of education but very potent for all that, and (2) those which are formal and find expression in schools, colleges, and seminaries, and all the educational processes carried on in them. The end and aim of these institutions and processes is the problem with which we have to deal.

Two distinct views are held upon this subject clearly indicated by the subject matter in which pupils are to be trained, one class placing emphasis upon the so-called culture studies, the other emphasizing what are called practical subjects. There is an insistence on the part of some educational experts that some subjects are pre-eminently culture studies. Culture as understood by these persons and indeed as generally accepted by all persons means a cultivation of the human faculties to develop refinement in conduct and speech. These culture studies correspond to what was known in earlier times as the humanities. They formed the major portion of every formal course of study of those times. They were the principal studies of those who did not expect to enter the ministry, the latter taking up additional studies known as divinity studies. They were, in brief, the studies

pursued by the sons of gentlemen of those times who aspired to some literary and intellectual standing. Whether it was supposed at that time that they possessed some peculiar virtues by which they inculcated refinement of manners, or whether it was thought that the educative process alone produced such refinements was probably not clearly defined. But since these studies contributed so largely to every gentleman's education they came to be looked upon as being peculiarly adapted to making a gentleman of a boy. There is no doubt that at the present time a great many people attach superior value to a training in classic language and literature. To the educated man or woman this belief comes as an inheritance. The people who in former times hoped to occupy positions of influence socially or intellectually had to be trained in these subjects. The positions of influence demanded such training. It was practically the only list of subjects except mathematics in which training was given. The common people were ignorant in most instances of the rudiments of an education. The industrial life of the people was of such a character that education for the workingman was not a necessity. What need was there a century ago of a knowledge of steam, or electrical, or mechanical engineering? What call was there for the skilled operator at the loom, or the forge, or the throttle? These positions, which I have named, requiring a skilled brain as well as a skilled hand, might be multiplied many fold. I have already said that the education offered a century ago was intended for a gentleman. But our conception of a gentleman has undergone a radical change. Men who were classed as gentlemen in the Virginia colony three hundred years ago would belong to an entirely different class in the opening years of the twentieth century. There is therefore every reason for saying that an education that met the re-

quirements of the people a century or two ago is not adequate to meet present requirements. This fact has been recognized by schools and colleges everywhere. New departments have been created in colleges, new subjects have been introduced into the public schools, new schools, such as business colleges, schools of technology, and so on, have been organized. All of this has come in response to a demand; a demand that students shall be able to *do* some things as well as that they shall *know* some things. This is an age of scientific investigation rather than of pedantic disputation. An age of action, not of inaction. An age of achievement, not of dreaming. The demand made of the schools is that they shall develop men and women of power and not make them receptacles of vast stores of knowledge which they cannot apply. The problem, therefore, that confronts the public schools at present is to choose such subjects for the curriculum of study as shall have a direct and vital relation to the social and industrial life of the people and to teach these subjects in such a way that that relation may be clearly perceived so that the school training may be applied directly to the process of living. This must not be taken in the narrow sense of providing the material means of living only, but in the more extensive conception of entering immediately and intimately into the whole fabric of the life processes, affecting the thoughts, the feelings, and the purposes of the race. I would not be understood as entering a protest against the teaching of what I have called the humanities. Undoubtedly they have a place in the modern scheme of education. They belong there to the extent to which they contribute to this broader conception of training for living. I do enter a protest, however, against the claim that they possess superior merit in developing greater refinement of speech and conduct, or in cultivating in a higher degree the gen-

temanly virtues and instincts. The highest development along these lines comes from an honest effort in any department of human activity that contributes to the well-being of society. The special subject of study is of little consequence so long as it falls within this category, and the demand made by the people is that the student shall so master his subjects of study that he may apply them directly and successfully to this end. The product of education is not to be ladies and gentlemen of leisure who may manifest good breeding in squandering time, but men and women who labor for a beneficent purpose and who retain the dignity of ladies and gentlemen in doing so.

I affirm, therefore, in the first place, as a partial answer to the question forming the title of this paper, that *we educate for service*. The method of organization, the means by which sustained, makes the school stand forth as the instrument through which the state and society at large realize that they can best serve their own highest interests. The idea that loving care and devotion on the part of parents or state demands loyal service from children or citizens has almost been forgotten by us. The law has held and still holds that children are under obligation to render service and obedience to parents during the period of their minority. The same rule applies with equal force to the citizens of a state. If this fact were more clearly perceived it might transform many of the conditions that now obtain.

In the second place we educate for the sake of truth. Truth is "conformity to fact or reality; exact accordance to that which has been, or is, or shall be." The love of truth is one of the highest attributes of the human soul. To know the truth is to be set free from the bondage of error and falsehood. The whole formal process of education consists largely in finding truth. Consider the various exercises that take place in the

school room, the learning of lessons, the recitation, the gradation and classification of pupils, and you will find that every act and process is based upon truth. Every text-book is an exposition of truth. Every teacher is required to possess many virtues and not least among these is the virtue of truthfulness. Every thing in the way of sham, or pretense, or hypocrisy in an educational policy is met with severe denunciation. The love of truth has been one of the greatest factors in civilization. It has made men martyrs or heroes or both. Men have spent a lifetime in proving the truth or fallacy of a belief. Truth holds the loftiest place in history, in science, in society, and in religion. The demands of truth involve every faculty with which we are concerned in the educational process. It requires the most careful training of the intellect in order that truth may be distinguished from falsehood. It compels conduct to square itself with knowledge. It demands integrity in action, fairness in speech, and candidness in thought. It touches the entire subject matter of instruction, every method of presentation, and the whole moral and mental nature of the child. It deals not only with his school life, but extends through his entire present life and into the life beyond the grave. It exists through past, present, and future; through time and eternity. The knowledge of the truth brings finite mind into harmony with the infinite. A love for the truth is a pre-requisite for teaching and for learning. A mind imbued with a love for truth yields itself readily and willingly to leadership and guidance. Such a condition of mind must precede the possibility of attaining the highest success in the education of any being. And here I must recur again to a former statement that the subject matter is not of as much importance as the manner in which that subject is pursued. The things that are usually considered incidental in the school room are fre-

quently of more vital importance than the immediate subjects of study themselves. Regularity and punctuality in attendance upon school duties, right habits of study and conduct, cheerful obedience to correct regulations and properly constituted authority, courtesy and refinement in speech and conduct toward others, these are the things that enter most vitally into the life of the learner and determine his future character and career. That indefinable, all-pervading influence which is usually called the atmosphere of the school room is a powerful factor in determining the attitude of the learner toward his work. This influence is not dependent so much upon the child's surroundings as upon the personality of the teacher. The school room may be fitted up with the most modern equipment, the walls may be adorned with pictures, refinement and culture may pervade the home life of the children, but in the school they may evidence a spirit of rebellion and sullenness, or of disorder and abandon, all because the teacher has failed in her relation to the children to catch the true spirit of normal child growth. Another teacher goes into the room and happiness and quiet orderliness take the place of sullenness and disorder. The change is brought about by her clearer perception of the conditions that govern child life. Her ideas, her manner, her methods conform to the truth. Authority is no longer based upon the right of the individual to govern, but upon the right of the individual to govern rightly, to make his acts conform to right standards. No man has a right to govern me in a wrong manner whether he hold his position by right of birth or whether he be chosen by the people. So in the school room no teacher can ever claim the right to do an act of teaching or of governing upon purely personal authority. The appeal must always lie to the principles of truth and justice. It took the world a long time to perceive this truth,

but it has entered the consciousness of the American people and, though no formal statement of the fact could be made by the children of this land, they are conscious of it. It was the consciousness of the violation of a great and fundamental truth that caused our country to sever the ties that bound it to the mother country. It was the same thing that brought about the Civil war, and again the war with Spain. It is the recognition of this fact also that is producing the remarkable agitation which is demanding of officials a cleaner administration of public affairs, a "square deal" on the part of great corporations, and a proper accounting of the funds belonging to widows and orphans entrusted to the large life insurance companies. And when the public conscience is sufficiently aroused it will be this influence that will eventually purge our fair land of the curse of intemperance and its allied vices and free our young men and women from its terrible thralldom. Yes, we are educating our boys and girls because we want them to love truth for truth's sake.

In the third place we educate because we believe that it is essential to the greatest happiness. While it is true that the savage does not want to be civilized, that the drunkard does not want to leave his cup, and the ignorant man often resists the effort to educate his children, this does not prove an argument against the proposition for none of these can know what change in experience a change of state would bring about. Some few writers have objected to civilizing the savage on the ground that he is happier in his savage condition. So the child is happy in its childish state, but who would exchange his maturer mental condition of later years for his mental condition of childhood? Persons in whom bodily development has taken place without corresponding mental development are objects of pity to everybody. Education is not the only requisite to happiness, but it is one of them.

It makes man the heir of all the ages. It makes him the connecting link between the cold senseless clod on the one hand and the divine creative mind on the other.

It is inconceivable that man should have been created in order to make him spend his life in misery. So, too, it is abhorrent to every sense of justice that he should be endowed with the possibility of progress and development and that its unfolding would leave him in an unhappier state than before. The universe without man would be foolish. Man without a mind capable of such development that it will add to the joys of existence would be senseless.

The world is seeking happiness. It is seeking in along many lines some of which spell ruin and despair. Education seeks to set the world right by pointing out the fact that real lasting happiness can only be attained by right living. I need hardly point out that I am using the term education in the sense in which we usually think of it and not in that broader sense in which it is sometimes employed, and which may mean neglect as well.

Joyful honest service to God and man, right living, conformity to the laws of the Divine Creator in being and becoming in our physical, mental, moral and spiritual natures, and the attainment of the greatest happiness possible for each individual—these are the great purposes that we have in view in the work of education.

### DISCUSSION.

O. W. KURTZ.

We have just listened to a most excellent paper. I think you will all agree with me that Supt. Cronebaugh has given to you a most masterly presentation of the subject. In answer to this question he has set forth three functions and three requisites. First that

of service and not the idea of a wall flower or that of ornamentation. How beautifully John Adams illustrates this when he says fire the children with an ambition to be useful. Again Milton voices the same sentiment when he says, I call that a generous and complete education which fits a man to perform all his duties public and private. As to the idea of service it seems to me that the very essence of that thought is given to us in the life of the Galilean who gave to the world the most noble example of noble living. In the second function there is presented the idea of truth, the seeking of which is one of the essential elements in our present day education. If there is one thing we need to emphasize, it is the idea that we should all be seekers after truth. We should have our hearts open to the truth and be unbiased seekers after truth. Again we must remember that the growth of all life is for the purpose of getting happiness out of life. That is one of the things for which our government was established, that we might enjoy life in an intelligent way. If we carry out this question, if we ask the commonwealth why do we educate, the answer will be, the state sets this feast before us and invites the children to sit down and enjoy it. I want to say in behalf of the state, we have reason to consider why we educate and the answer is given in the substance of this paper. The great State of Ohio has a right to demand that we take these children and make for the state a good citizenship. Good citizenship can obtain only if the elements laid down in this paper are developed. I remember reading Mr. Everett on the subject of education. He said education is a greater safeguard to liberty than a standing army. Horace Mann says the school houses of the republic form a line of fortifications for the safety of our country. We can not have a safe

government unless we teach the elements of good citizenship to our children.

I want to emphasize one more point in this paper and I think we all voice the sentiments expressed in it. I believe to-day on behalf of the state the best thing to be taught is a greater respect for law and order. I believe that an education should be in the direction of obedience to authority. I deplore the fact that in our commonwealth we find high school pupils running away with the machinery of the school. I think we should train in obedience to law and order. I feel like emphasizing this element because I consider it of the greatest importance in a republic like ours.

#### THE PROBLEM OF PERSONALITY IN THE TEACHER.

PRIN. F. E. OSTRANDER.

The aim of this paper is to point out some of the conditions of the problem and not an attempt to solve it.

Quite a large number of college graduates were recently questioned as to what study in their college courses had been of the most value to them since leaving school. The men and women questioned had been out of college for some time, long enough to be able to speak intelligently and with some authority upon the subject. Each gave an answer independently of the others. The answers were in substance the same. They were unable to see that one subject had been of much more value to them than another, but that some portions of their college work had been of more value than others because of the difference in personality of the instructors. The value appeared to be in personality rather than in subject or personality gave much of value to subject. You have been reading during the

past few months sketches of the life of that great teacher who recently died at Harvard, Dr. Shaler. During the years he was connected with the institution, thousands of young men were in his classes. Some came to his classes through other than the highest motives, few left them without having received an uplift toward better things. They went out from his classes filled with a zeal and love for truth wherever found. His pupils are found in all parts of the world, in almost every field of labor. They are nearly, if not quite, unanimous in placing Dr. Shaler at the head of the list of teachers from whom they received the greatest good during their stay at Harvard. Perhaps no man connected with that institution has exerted a wider and more lasting influence over the student body than he. Yet if the reports are correct he was not a great scientist as men measure scientists. Neither was he a great instructor according to the accepted standards of pedagogy, but he had a giant personality and in that personality was the secret of his power.

Numberless examples might be given to illustrate the truth that the personality of the teacher is an important factor in the work of teaching, and it has always been an important factor if the accounts of the early schools are to be credited. Then as now, teachers with strong personalities were in demand, but the strength then required for the school-room is now used in another department of education, the foot-ball field.

The term personality is often quite loosely used. It is made to stand for vague and indefinite notions. I think that it was Henry Ward Beecher who said that when the doctors could not tell what ailed a man they would declare that he had "malaria" and that none of them knew what malaria was. Some one has suggested that in the

educational realm men make about the same use of the term "personality."

One cause of confusion in the use of the term comes from our sometimes not having in mind a clear notion of the relation of personality to the science of teaching or pedagogy. As most teachers who have become somewhat efficient look back upon their early attempts at teaching they feel that this work was pretty largely a failure. Some of them do not care to acknowledge it however.

I presume that in nearly every case the failures have been, by some one, attributed to a lack in personality. A few years ago, without seeing her, on the recommendation of her principal an Ohio school board hired a young woman from an eastern normal school. She was a disappointment to the board, the superintendent and the schools. In a few weeks she returned to her home branded a failure. Why? Because she lacked the personality necessary to become a teacher. This was the verdict. To-day she is one of the strongest teachers in an eastern city where the requirements are as high if not higher than in the Ohio city in which she began work. What is it that takes place in these cases? At one time they are said to fail because of lack in their personality, after a time they succeed. Have their personalities changed? Are they stronger personalities than they were at first? I think not. I think that in very few cases has their been any marked change of personality. What has taken place is this, the teacher through study, through training, and through experience has acquired knowledge of and skill in teaching, and has thus become a more efficient teacher..

Some one may at once conclude that personality is then a secondary factor in the make-up of a teacher, that scholarship, pedagogical training and experience are the determining elements. A

college president in speaking of what a college education can do for a man said multiply a cipher by whatever number you choose, it will remain a cipher still. So it is in teaching, the size of the resultant teacher depends upon the multiplicand of personality. A large personality will become a large teacher though the multiplier of scholarship and training may be small. The practical experience of every employer of teachers will bear out this statement. There is probably not a school system here represented where, during the past year, there has not been one or more instances of men and women of good scholarship and of good training failing as teachers because of a lack in their personalities.

On the other hand many instances may be given of great personalities attaining magnificent results almost without scholarship, without the training of the schools. One of the strongest teachers of certain essential fundamental truths of individual and social life that I have known could neither read nor write.

Many men who have risen from a lowly place to one of emience find that their impulse toward higher things came from the influence of the personality of some humble school teacher.

In every community may be found teachers who with small scholarship, with no pedagogical training, who by the power of their personality are able to do great deeds for individuals and for the world. Such personalities are not rare. The effort of this paper, thus far, has been to point out and emphasize the importance of a right personality in teaching. It is not the intention to in any way minimize the importance of broad, deep, accurate scholarship and sound pedagogical training. By means of these a right personality is enabled to extend its influence more widely, to exercise its powers more effectively, with



less resistance. By means of these a right personality comes nearer to a realization of its highest ideals. *Scholarship and training are powerful assistants to but they can never be substituted for right personality.*

When we study the lives of those teachers who are worthy to be considered as exemplary, we find that their individualities have contributed largely to their success, and we also find that no side of the teacher's personality is more within his power to modify than his individuality. However, we do not find their individualities entitled to the kind of credit that is often given them. I suppose that nearly every young teacher has had held up to him the unparalleled powers of some "born teacher." He has been almost frightened from going on in his chosen work because he fails to find that he has many if any of the qualities of the so-called born teacher. Such individuals seem according to popular report to possess some mysterious powers, a subtle, indefinable magnetism that make him superior to all others. Such a one can by the flash of his eye, by the lifting of an eye-brow bring order out of chaos, make the intellectually blind to see, the intellectually deaf to hear, the intellectually lame and dumb to walk and talk. Such remarkable individuals can not help being so, they were born that way. They are sort of freaks. There may be such marvelous people in school work, but they are not common. A study of the great teachers shows that great teaching personalities are not determined by physical qualities. All educational history from Socrates to the present time is filled with examples of great teachers who achieved success though their bodies may have been frail, deformed and ugly.

While a right teaching personality may not be determined by the physical nature it has its determining elements.

The one that appears most prominently and the one that probably should be considered the dominant element of personality is character. It is not necessary to discuss at length the importance of this side of a teacher's nature. It is a sound pedagogical principle that the teacher should be what the pupils should become. There is no more effective method than by example. If we would have children become brave, noble and generous, if we would have them become broad, strong, cheerful, patient, punctual and loving men and women there is no surer way than to give them into the training of men and women whose characters are the living expressions of these qualities. For as desire begets desire, hope inspires hope, faith creates faith, so high character develops high character. In school as nowhere else do these thoughts hold true. "Be noble and the nobleness that lies in others sleeping but never dead will rise in majesty to meet thine own." But a right teaching personality needs something in addition to a strong individuality and a sound character. You know of men and women who so far as scholarship, individuality and moral character are concerned would measure up to the highest standards, yet you would no more put them in the schools than you would put yeast germs in fruit juice that is to be kept sweet. The trouble with such people is that somehow they have gotten twisted in their attitude toward life.

The personality of him who would teach must stand in right relation to life, to the world and to God. He must believe in the brotherhood of man, the fatherhood of God and the progress of the race forever upward and onward. He must feel that the work of teaching is to help on individual progress and that as he helps an individual to rise a little higher he is helping on in the development of the plan

of the Almighty. He must possess a spirit that will enable him to appreciate the value of a child even though that child may be the poorest and meanest of earth's children. "Some one has said of such a spirit that it elevates above everything else the nature and capabilities of the human soul, it trembles under the responsibility of attempting to be its educator, it looks upon gold as the contemptible dross of earth when compared with that imperishable gem which is to be polished, it recognizes and reverences the handiwork of God in every child.

Men and women who are filled with such a spirit are sure to become efficient teachers if they remain in the work. If they lack scholarship, *they will get it*; if they lack the necessary skill in teaching, *they will acquire it*; if they find that their habits of living and thinking are not right, *they will change them*, because they know that only by so doing can they come near to a realization of their ideals.

There are few who remain long in the work of teaching who are not, at least in part, dominated by such a spirit or whose personalities do not stand in such an attitude toward life.

For those who are trying to teach out-of-joint with the world, with life and with childhood, there is no hope excepting to be born again. There must be a complete changing about in their attitude, they need to be converted. I say it reverently, they must come to love the things they once hated and to hate the things they once loved. When they have this changed outlook they will be glad when some ignorant, undisciplined, and wayward child has been assigned to their room because they feel it an opportunity to help make the world better by making this individual better. They will not feel that a boy is hopeless because they have discovered that he has lied, cheated, used

profanity or stolen. They will be pleased when they find that he has done some of these things. They will be pleased not because he has done the thing but because the act shows them a need that they might not otherwise have been conscious of. They are thus able to help him strengthen his character at one of its weakest places.

As was said at the beginning the aim of this paper has been to point out and emphasize some of the essential conditions in the problem of personality as the problem relates itself to the work of the teacher. There has been little or no attempt at a solution. That work has been left for those more competent, those who are to follow in the discussion.

The effort has been made to maintain 1st that personality is the most essential element in the make-up of a teacher, 2d, that scholarship and pedagogical training are aids to but cannot be a substitute for right personality, 3d, that individuality, character and a right outlook upon life are the leading factors in a right teaching personality.

## DISCUSSION.

SUPT. CHARLES HAUPERT.

I will talk to you only for a few moments on this question. I did not hear the paper, but I stand for two things on this old question of the personality of the teacher. It is a most difficult problem to handle. It is a most difficult thing to form a correct judgment to be pronounced upon the teacher in the question of personality. I want to maintain the idea without any question in my own mind that personality is capable of development. It is the teacher's highest duty to develop this personality. This development is the price of success. It must be kept in mind that in the development of this personality it is the unconscious rather than the conscious

tuition that flows out from the teacher, from what that teacher is to what he does. Then there is the attitude of the teacher. This is a very important matter. Let me caution the young teacher on this point of attitude to the profession and to the child and one of the besetting sins of the teacher is this abominable egotism. We might as well confess it now. Egotism is a nuisance anywhere. It is especially a nuisance in the school-room. There is no place in any community for the teacher who is not strictly and highly professional. We ought to be optimistic. We ought to have great faith in human progress. We ought to have great faith in the possibilities of childhood. I am beginning to get a father's viewpoint on this question and I have a different view of it from what I had 20 years ago. From the teacher's personality there must emanate intelligent sympathy, encouragement and hope. Give me a teacher who can look at things from a learner's point of view. Give me a teacher who can encourage right doing in the right way and who can inspire hope in the soul. Give me a teacher who can inspire in the child that kind of hope which will conquer in the end and I am satisfied. Sympathy is a matter of patience and the inventor of devices. There is something that is stronger than words, deeper than tears, more beautiful than wisdom, it is hope. Never give up. I like the boy that has the principle of initiative in him and a determination to attack a thing and stay with it until he conquers it.

The matter of health and out-door life has much to do with personality. I have been suggesting gardens and fruit-trees for out-door life. It gives good cheer and good humor. Let us not forget to count our blessings and endeavor always to keep cheerful and sweet. Another thing in the development of the teacher is the mingling with

all classes of people. I attribute what little success I have had to my opportunities of mingling with all classes of people. Of course men have a better opportunity to do this than women. By this mingling you can lead people to the right ideas of education. We must know the people and we must understand the people. We must look at things from their standpoint and then bring them to our standard when we know we are right.

The resourceful teacher will make the boy busy and happy in school. A boy would better be out of school than to be in an unhappy state. We must have a strong hold upon our pupils as our country grows. There are other things to which the teacher must give attention. He must present a good appearance, be neat in dress, correct in character as well as dress and have good manners. Our children want model men and women before them as teachers. Then there is the question of sex and there have been many foolish things said about this question. I notice that Mayor McClellan of New York said he would rather be damned for doing something than for doing nothing. I do not know but what he is right in that and my last point is that when we aim at professional life the one thing we all need is a right vision of the whole educational problem, the twentieth century ideal, the power to look into the future and to grasp the true American ideal and know the rational life of the people.

#### HOW SHALL A TEACHER MEET HER FULL ETHICAL RESPONSIBILITIES?

NETTIE SHREVE BAYMAN.

Since the time the Great Teacher dwelt among men and taught the principles of our relationship, one to each other, the world is more and more com-

ing to realize these principles and follow them.

Not behind in this movement of social interest is the teacher. Nor is it a recent movement in our profession, for the great reformers of education realized and taught the responsibility, and to-day it is an established truth that ethics, defined as the doctrine of man's duty in respect to himself and the rights of others is the gravest task of the teachers. We are to think for a little time to-day how we shall meet this responsibility. Since it is to the child that we owe the duty, we first must know the child through a knowledge of physiology and psychology.

In every possible way an understanding of the child, physically should be known.

The condition of his health, his environment at home, an acquaintance with his parents if possible. An example, of a clean, wholesome, sound body, by the teacher should be before the child. The school-room should daily represent order and neatness, that such ideals become a fixed standard.

The psychological study gives the teacher a true insight into the life of the child. "It ought to give a teacher help," says Prof. James, "but it is only the fundamental conceptions of psychology which are of real value to the teacher." Psychology is a science and teaching is an art, therefore to know psychology is absolutely no guarantee that we shall be good teachers. We must have an added gift to know what to do when the child is before us. We must care for him in a very particular way. A way that covets for him the best things, a way that is willing to make sacrifices that he may gain the best things, a way that will mete (out to him) justice in reward or punishment.

Fortunately for the teacher who has this gift, the pupil is in the impressionable age, the habit forming period.

And when we use the word habit, let us remember that virtues are habits as much as vices. It should therefore be our aim to supplant every vice with a virtue. Children can be taught that the mind ought to be stronger than the body, that if a physical vice seems to preponderate that the mind ought to say to the body, "Thou shalt not."

We are well aware of the nervous energy expended by the American child, for they are in miniature what the average adult is in our country to-day. Our nervous system must be made our ally instead of our enemy. Useful actions must become automatic and habitual as early as possible. Hence it is given to us as teachers to direct the energy of the child toward habitual usefulness, for we want him to become a useful character and a character writes J. S. Mill, "is a completely fashioned will" and a will is a multitude of tendencies to act firmly, promptly and definitely in life's emergencies.

The effort set forth to obtain this result must be continuous and faithful, and unconsciously the child fixes the habit.

But the value of relaxation which too is needed and which we must help to bring about, how can it be reached? Not by talking about it you will agree but by simply being a living exponent one's self of the now much talked of theory.

An unperturbed countenance, a gentle voice and a quiet manner in the teacher will give confidence to the child and lend him aid in mastering himself. We have met the fussy teacher who is never entirely sure of herself, contrast her work with the teacher who is a general and the lifelong impression that is made.

Again, we must not take our work so seriously that it shows itself in our faces. It is not a sign of excellence

to ever talk about our tasks and to let ourselves become careworn by them.

We are apt to do this if our lives are too narrowed. The teacher who has the broadest conceptions and who will bring the most into the lives of the pupils is one whose life itself is interested in other things outside the daily grind. Understand me I do not mean a mere social existence though a goodly share of it is needful, but (the teacher) she who cares for music, the drama, classic literature, current happenings, philanthropic movements, is the one who will find in the life of the child an interest worthy of her greatest effort.

Sadly it seems is the current taste for entertainment proof of the fact that a large class of our population is not self-sufficient, that constantly they seek for something amusing.

In this the schools are lending an aid. That children should care more for a classic picture than a cheap lithograph is a healthy sign that an artistic sense has been created. If this education continue along all lines the theater that presents the startling melo-drama of to-day will not be the patronized theater of the future and the literature commonly read by the multitudes of our youth will be cast aside for a cleaner fiction.

Who possesses the power to make this change more than do you and I? We who plant the early impressions in the child's life and mind.

But the thought supreme in many of us is the conduct of our pupils when under our care and our duty to them.

Spencer tells us not to expect from a child any great amount of moral goodness because he passes through that phase of character exhibited by the barbarous race. The measures taken to obtain moral goodness should be moderate and we should be satisfied with moderate results.

Just as the mind is slow in unfolding, so too the imperfections of nature will be slow in being supplanted by corresponding virtues.

Our guiding principle of moral education should be nature's method, which is always just.

In life the world acts similarly. If a man be slothful in business he loses his place.

Should not this method be valuable throughout youth?

The punishment to the child should not be a punishment to the teacher, as when Mary destroys her book her father buys her a new one. It is plain that the father inflicts the punishment upon himself. Mary should be obliged to spend her own pocket money to purchase it. So many of the inflictions for offenses in the school-room are similar.

A rational understanding between teacher and pupil will guarantee better conduct than any known punishment, but to educate rightly is not a simple or easy thing, but an extremely difficult task, and because it is so difficult we might well ask ourselves daily, "Who is sufficient for these things?" It means a daily study, a daily ingenuity, a constant self-control. But it means more than interest in child life and study. It means a larger care, a great interest. An interest in mankind. A love and care that believes in the brotherhood of man, in the truth that we all need each other, that it requires the many to make the great whole and that we are a part of that entirety and cannot separate ourselves from it. And if this be our belief we shall say:

"Is there for honest poverty  
That hangs its head and a' that,  
The coward slave we pass him by  
And dare be poor for a' that.  
For a' that and a' that,  
Our toils obscure and a' that.

The rank is but the guineas' stamp,  
The man's the gowd for a' that.

"What tho on hamely fare we dine,  
Wear hodden gray and a' that.  
Gie fools their silks and knaves their  
wine,

A man's a man for a' that.  
For a' that and a' that,  
Their tinsel show and a' that,  
The honest man tho ne'er sae poor  
Is king o' men for a' that.

"Ye see yon birkie ca'd a lord,  
Wha' struts and stares and a' that;  
Tho' hundreds worship at his word,  
He's but a coof for a' that.  
For a' that and a' that,  
His riband star and a' that,  
The man of independent mind  
He looks and laughs at a' that.

"A king can make a belted knight,  
A marquis, duke and a' that.  
But an honest man's aboon his might,  
Guid faith he mauna fa' that.  
For a' that and a' that,  
Their dignities and a' that,  
The pith o' sense, the pride of worth  
Are higher ranks than a' that.

"Then let us pray that came it may  
As come it will for a' that,  
That sense and worth o'er a' the earth  
Shall bear the 'gree an' a' that.  
For a' that and a' that,  
It's comin' yet for a' that,  
That man to man the world o'er  
Shall brothers be for a' that."

The teacher who believes in the common brotherhood recognizes no caste in the school room, but sees in each child the possibility of a developed soul. Each subject when rightly presented possesses the means of ethical teaching. Music which begins the day has, as we all concede, a splendid influence. Let some of the best selections be memorized and

they become life-long gems. I have watched the effect of certain songs on the class and know that the sentiment moved their better natures. So, too, in literature, what a field for teaching and what lasting influences surround that teaching. A child's comprehension of good literature is much greater than in former times it was supposed to be. We know today that children appreciate many of the classics, that in former days were never mentioned.

Take Longfellow's *Building of the Ship*. What a fine thing to teach in connection with the American Constitution. The Shakespeare plays afford valuable help to the teacher of the seventh and eighth grades. How a class will revel in delight at the development of the play and the portrayal of the different characters.

As for instance, Cassius, the wily politician, and the just fate that came upon him. Macbeth and the debt he paid for dishonest ambition. King Claudius, the usurper, and the price he paid for kingship. Hamlet, the procrastinator, and the fatal end of his many delays. History affords, perhaps most unbounded because it is real life, striking examples for ethical teaching.

And glad indeed are we today that our histories are written interestingly and results of conduct plainly set forth. Some of us can remember another day when the text presented but barren facts. Indeed, all the conditions of today are tending toward making life more interesting and helpful.

What loyal patriotism stirs the heart of every boy when he hears the story of Benedict Arnold the traitor. More than once in my class-room have the tears stolen down the cheek of the listener on hearing of his disloyalty and the awful punishment of loneliness that he suffered in that garret in London. What contempt stirs the young blood when he learns of the disobedience of Chas. Lee

to our own Washington. What love and fidelity for right awake in the heart of every boy and girl when listening to the exalted work and life of Abraham Lincoln. What national pride sweeps over us all when we think of our country, the principles on which it was builded and the greatness which is ours today. So with every subject a lesson in right thinking and right doing can be presented and no day ought to pass without such a lesson.

And yet while every subject carries with it its message of truth, a greater influence than the subject, is that exerted by the personality of the teacher.

Who can weigh the value of such an influence? Or how can we know the tremendous value of the child's life?

"Not only around our infancy  
Doth Heaven with all its splendors lie.  
Daily with souls that cringe and plot  
We Sinais climb and know it not."

We have today in our country a mighty personality (dominating over us) in the character of our president, Theodore Roosevelt. How he is swaying the nation by his influence and our little republic, the school room is swayed by our personality in the same manner. We hold the power to set on foot the mighty impulses of the future, to prepare for leadership boys and girls who will make the history of the future. Again the question, How can it be done?

The answer has already been given. It is first and last and always, Love for our work. If we as teachers are doing our work without zeal and earnestness and a high ideal of duty and attainment, we have failed in our obligation. No work worthy the name can be rightly accomplished unless back of it there is a sincere interest in that work. And the duty of the teacher, grave as we have seen, demands most of all this love and zest.

The results of our teaching will be in proportion to the amount of zeal we expend, as John D. Rockefeller said: "According as you put something in, the greater will be your dividends." We believe this a truth and particularly with the child who is the most susceptible thing in the world to influence and vastly more sensitive is it than a sensitive plant. Children, too are naturally imitators and unconsciously become like those who influence them. The ideals of the teacher become the ideals of the young citizen. If, for example, the teacher has a talent for drawing or music or is a good reader, that talent will mold the child's ideals. Self-control, love for justice, orderliness, cleanliness, will stamp themselves indelibly.

The teacher has the power to direct the child to read the best things. It is not in these days that children do not read; some read too much, but it is what they read. "This practical age demands grace of fable to balance fact, the beauty of poetry to leaven the prose."

The child should know folk-lore and legendary tales to stimulate imagination and stories of heroes to understand history. Have you not noted that boys learn history far more readily than do girls and does it not seem more real to the boy than to the girl? This is because, in part at least, that boys read history early, girls seldom do. Both should know of the men who have made history. Then they should learn to like poetry, for poetry, like music, appeals to nature. Coupled with literature is language. The teacher should possess a large vocabulary and speak the language fluently and well.

We must have an appreciation of the beauty of diction and call forth that beauty whenever possible. Well do I remember the man who taught me to see the matchless simplicity and yet the grandeur in such gems of our literature

as Lincoln's Address at Gettysburg. Without an appreciation of that beauty the choicest of things, not only in literature but in life, are lost. He who can read a poem feelingly will thrill with delight at the beauty of the great out-doors. He will not go through life with closed eyes to the wonderful mysteries daily going on in nature. We should introduce to our children Nature's wonderful ways, for inherently they have the capability of loving her and many times only need a guide to direct them in her ways. Being acquainted with out-door life and beauty stimulates honesty, frankness and right-motive.

What the teacher can do by her own personality is to make every child feel that he is worth something to the world, that there is a place for him and that he must get ready to fill that place. Nothing more sad can present itself than that anyone should feel that there is no place for him, that no one cares for him, and when that thought, born by the parents of many of our boys and girls, gets into the child's life, we can overbalance it by our tender care. When he feels that he is loved, that he is a person of some consequence, that someone is interested in what he is doing, his task becomes easy. The child's world for the first fourteen years of his life is, for the most part, the home and the school. It is in the latter place that he gets his idea of relationship to others. His attitude to others should be sympathetic and kindly. This can be fostered by the right thinking teacher. If selfishness preponderate, it must be supplanted by the virtue of interest in others. And while we are learning and teaching these principles in our little republic, our rights and duties to each others, we must learn, too, our duty to Him the All-Father. We should teach that "God rules in the affairs of men," and that each life gets its just reward because of his mighty power.

And, lastly, the duty the teacher owes herself is the professional spirit that she manifests, the spirit that should demand and give professional courtesy, a higher standard of living, an unresting zeal, an interest not satisfied with past results, but a pressing forward to heights not attained. For,

"New occasions teach new duties,  
Time makes ancient good uncouth.  
We must upward still and onward;  
Who would keep abreast of Truth.  
Lo! before us gleam her camp-fires  
We ourselves must Pilgrims be,  
Launch our Mayflower, and steer  
Boldly through the desperate winter  
sea,  
Nor attempt the Future's portal with  
The Past's blood rusted key."

## DISCUSSION.

J. E. MORRIS.

I have noticed that it is the custom in this association for the discussor to compliment the paper. I do so because I worried a good deal over this subject. I am glad the writer has taken you to the depth of the subject. I want to say when I read this subject I thought of the ordinary things that the teacher ought not to steal or lie or drink or be guilty of using profanity. I hardly thought the subject meant that and I noticed by the wording on the program that it was feminine in character and now I do not wish to leave the men out in this matter. I do not believe the women have a monopoly on ethical responsibility. Mark Twain tells about a woman who came to him to be cured of insomnia. He said, madam, you must stop the use of drugs. She said, I never use drugs. Then he said, you must quit drinking, but she said, I never drink. Then he said you must quit tobacco, but she said I never used it. Then he said if you do none of these



things you are a hopeless case and I can not cure you. I am proud of the men and women who make up this profession. My experience with the world has taught me that as a rule we stand well in ethics. My experience is that we stand well in morality. I believe there are some things we can learn from a discussion of this question. In my going to the state and national associations and mingling with men I hear them talk about being in Chinatown or in the various slums and they seem to think they were doing right. I do not think any teacher or superintendent has any right to patronize those low resorts and if you do go it is very poor policy to talk about it afterward. I find that many times when pupils or parents come to me with complaints the chief complaint I have to meet is to defend the teacher in regard to truth and fairness. I can reason with them about everything else but I can not reason them out of that. I think one of the things to be emphasized is that one should be fair with the boys and girls. We must deal squarely with them. I heard of a superintendent who was a successful one but he had the reputation of being untruthful. He would promise things and then fail to do them.

Boys and girls like square dealing. I know of no higher compliment that a pupil can pay a teacher than to say she is fair in her dealings with her pupils. We shall not lose power or dignity by trying to be square in our dealing with the children. I think the teacher should

aim to develop a noble character. I know of nothing higher or more important than the making of noble characters. We can not make noble characters by inactivity but by activity. We have two old men in our town, one active, the other inactive. The one has no enterprise while the other has helped to build up many of the enterprises of our city. He sometimes gets mad but he does things. I would rather be the man who is active.

I remember three men in a town in which I once lived and one was a retired banker. He was grouchy and would go on the other side of the street from the school children. He was a man of wealth and could have been of great service to the community and one of the other men who was growing old had constructed a bicycle and he could ride it. He attached a bass drum to his bicycle and used to beat time on it to the amusement of many people. I would rather have been this man than the banker. The third man was a minister of the gospel who retired when his services were no longer needed. He made a special study of astronomy and made lenses for telescopes and peddled them about the country. I would rather have been that man than either of the others. He was of service to the community. I think we should live for service. I believe as long as a teacher is in the business he should advance. I believe a glorious crown is awaiting that kind of a man.

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## THURSDAY, 9:30 A. M.

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### REPORT OF COMMITTEE ON NECROLOGY.

J. A. SHAWAN.

As the president has said this is a very solemn hour and ought to be a very interesting occasion. As there go

out from us those who have been with us in the past, we hold for them a reverence which is at the same time sweet and sad. Perhaps the last year shows as few cases of this kind as any

year in our recent history. Only two deaths so far have been reported to the committee, S. S. Rickley of Columbus and W. W. Ross of Fremont. I might say in behalf of Mr. Rickley that he was one of the earliest members of this association. He was at one time superintendent of schools in Tiffin and was principal of the Central High School of Columbus. He gave up the profession of teaching to go into business. His interest in the profession never abated. While I was treasurer of this association he handed me a check for ten dollars. He said he wanted to keep up his connection with the association and he was afraid he might forget the annual meetings. As you may remember the association at that time did an unusual thing, they made him a life member, so when he fell he was among the active members of this association. I have called upon J. H. Snyder, who was formerly superintendent of schools at Tiffin, to say a few words in his behalf.

As we know the lamented W. W. Ross has been connected with this association as long as any one present. He was serving his forty-second year as superintendent of schools in Fremont. I have asked Superintendent J. H. Warner to give us a brief account at this time.

J. H. SNYDER.

I did not expect to be called upon but I cannot refuse to offer a word to show the respect of the people in the city of Tiffin for the man who was once the Superintendent of Schools, Mr. Rickley. He was held in the highest esteem by them and no one will ever know how much he did for public education not only in that city but what he did for the University which is situated there. I could observe the influence of Mr. Rickley among the older

people and the older teachers at the time I was employed there. His picture adorns the walls of the university chapel which he built and which bears his name, that of Rickley chapel. I do not know how long before I went there he furnished the Orator to deliver the annual address before the University. In addition to this he furnished books for the library and a piano for one of the societies. Before his death he placed an elegant pipe-organ in the chapel and contributed in various ways to the needs of that institution. As I understand he contributed a sum of money to this association and was made a life member. It is perfectly right and proper that we should reverence the memory of this grand and good man. My first impression of him was when I saw his picture on the wall of that university chapel. Since I have been in Columbus I have lived near him. Many times I have seen him, blind as he was, walking back and forth along the street guiding himself by his cane. He was always active and energetic and showed even in his declining years strength of character and firmness of soul. He was a great hearted man and known in the city of Columbus, as well as in Tiffin, as a grand good man.

E. F. WARNER.

I am not sure that in the brief time allotted to this topic and especially the portion given me that I can say the things in my heart concerning this noble man. Ross of Fremont was a common expression, and familiar to the older members of this association. I suppose the connection of Ross with this association goes back as far as any member present. He was a Scotchman and the first of his name came to this country with Wolfe who made the assault on Quebec in 1759. His father

and mother came to Ohio at an early day and he was born in Medina County in the year 1834. He became interested in education and after working a number of years went to Clyde where he was superintendent from 1862 to 1864. In 1864 he went to Fremont where he has been identified with that city and county ever since. This organization as nearly as I can give it was founded in the 50's and he became a member in the 60's and has been connected with it ever since. He has seen the development of the school system in Ohio and was himself a factor in its evolution. He was a modest man, retiring in disposition and disliked anything ostentatious or spectacular. Those who did not know him well might think him austere. Although modest and retiring he has given much of his time, labor and money to the state and to the cause of education. He has served on all of the committees of this association and has helped to frame some noble reports to it. I have in mind a report on free text-books which had much to do with the law on that subject. He was president of this association, and of the Tri-State Association and also served three terms as a member of the State Board of Examiners. He was also a candidate of his party for State School Commissioner. Not only in the State, but in the National Association, he has held prominent places. While thus identified with these larger organizations, he has always taken an active interest in all local associations. He has found time during his life to come into contact with the rural teachers and took great interest in their work. I remember on the 31st of last January, at a meeting of the four counties at Bellevue, he was there and full of his old time vigor. He was also a vigorous and versatile writer. You will find many contributions from W. W. Ross in the OHIO

EDUCATIONAL MONTHLY; some of his historical writings are perfect gems. He has contributed not a little in other forms to the cause of education. His mathematical forms, dissected blocks are used in many schools and colleges. We all learned to love Ross and to appreciate his work. He has done a noble work. He was a modest and retiring man, never pushed himself forward, but he was actuated by optimistic and altruistic motives. He mingled with the people and he believed in the people. He believed in everything which tended to the betterment of the schools. He was an enemy of class legislation. He believed in the rank and file of our people and that they could be made rulers in spirit if given the opportunity. He was a kind-hearted man in every sense and a man of high moral standing. I never knew him to indulge in or approve of any coarse jests which men sometimes engage in. Nothing to my knowledge has ever escaped his lips which would not be suitable for this presence. During the many years I have been in Sandusky County, I was intimately associated with him, and I know him to be a lover of his fellowmen. His heart was full of kindness and we have evidence of this in the regard in which he has held his community. Not since the death of Pres. Hayes, was there more sorrow in Fremont. The flags were at half-mast, the school buildings were draped and business houses were closed during the funeral in honor of the man who had shaped the educational policy of that city for forty-two years. Only a few days ago I was in Fremont and saw additional evidence of this respect when the High School Alumni unveiled a tablet to his memory. In conclusion I will say, as we transfer his name from the list of active membership to the lengthened roll of the honored dead, we will remember him as a grand, good and

worthy man. While we cherish his memory, let us emulate his example.

F. M. GINN.

Forty-two years ago I was a teacher in the schools of Fremont. Ross came to Fremont in September, 1864. I remained with him as a teacher until 1870. With his assistance I secured the position of Superintendent at Clyde, where I served for twenty-four years. During all these years from the time I became acquainted with Mr. Ross up to the time of his death, we were intimately associated in various ways. Time will not serve for me to express my sympathy and my respect for Mr. Ross. As a teacher, superintendent and school man, he demonstrated his abilities, and you all know what he was. As a friend of teachers and pupils laboring for an education, no man knows the efforts of Mr. Ross better than I do. I am safe in saying, he always had a helping hand for the young teacher, or the pupil who was desirous of securing an education. I attended associations with him, and for nearly 25 years often shared his room. I can speak truthfully when I say, I never heard Mr. Ross utter a word or an expression that I might not utter here, with perfect propriety. Some have said there is no success in this world but that of material or financial success. Ross might have been eminently successful along financial lines, if he had chosen to follow them, but along the lines which go to make up a perfect man, I know no man who is his superior. Had I not known him, I would know of him by the respect in which he was held in the village in which I have lived for 36 years. The esteem and respect in which he is held there, would convince me that he was as nearly a perfect man as the community could furnish.

C. W. BENNETT.

I appreciate the opportunity to pay a brief tribute of respect to the memory of W. W. Ross. I have held him in the highest esteem through all the years I have known him. I became a member of the Ohio State Teachers' Association in 1869. Mr. Ross was then among the active workers of this association. It was in the days of Harvey and Hinkle and Cowdery and many others who have passed away. I found Mr. Ross a very active man then, and always a friend to the young men who were entering the association. I think of him as the conscientious scholarly man that he was. I think of him as a cultured Christian gentleman. I think of him as a man who had convictions, and was willing to assert himself, although unpopular at times to do so. Ross had the interest of this association at heart and was one of its most valuable members. I remember Ross as I met him at the institutes in this state. In these institutes the same conscientious zeal and devotion was shown. He was not a time server but came prepared for his work. He left with the institute, the impression of a cultured Christian gentleman. I remember also that through all these years he prepared himself for the silent life, the immortal life beyond the skies to which he has gone. I am glad this morning to have this opportunity to pay this tribute, and I think I voice the sentiment of this association when I say, "blessings to the memory of Dr. Ross."

HON. E. A. JONES.

It has seemed to me as I looked upon the portrait of Mr. Ross at this session, as if he was present and would participate in these exercises. No one has greater reason for the respect of the community where he labors than the

earnest, faithful superintendent. How true was this in the case of Mr. Ross. In the city of Fremont, at the time of the funeral, flags were at half-mast, the schools were closed until after the funeral, business houses were closed and everywhere upon the streets throughout that city there was manifestations of universal love and respect. I had known him for many years. He was an able educator, a wise counselor, and a true friend. I can not sit down without another word. I have been connected with this association for perhaps 35 years. This morning my mind goes back to those early meet-

ings at the old Put-in-Bay house. I think of those meetings where we exchanged experiences and talked over the problems of the hour. How many of those men and women are with us no longer. The memory of these meetings makes this a sacred hour to me. I think of the many pleasant hours we spent together. We no longer look into their faces, but the influence of their pure and noble lives remain with us. I esteem it the highest pleasure and privilege to pay to these men and women a tribute of respect, and to say a word in behalf of the cause they loved so well.

## THE ETHICAL PHASES OF EDUCATION.

### WHAT PROGRESS ARE WE MAKING TOWARD PROFESSIONALISM?

SUPT. H. B. WILLIAMS.

The statement of this question as formulated by the Committee implies that teaching does not yet rank as a profession. With this idea I am in accord, and my purpose in this paper shall be to point out, as I see it, the evidence of the evolution which our vocation is making toward professionalism.

Professionalism may be defined as the characteristics, ideas, or methods of professional persons. The term profession has been abused almost as much as the title professor. It formerly included law, theology, and medicine—the so-called learned professions or “three estates,” “but as the application of science and learning have been extended to other departments of affairs, other vocations received the name.” What, then, is the test of a true profession?

To my view there are two essential characteristics of the true professions which differentiate them from other vo-

cations: first, there is a collection of principles or body of doctrine recognized by the profession; and second, the method of admitting new members is in the hands of those who are in approved standing in the professions. When we apply these tests to the vocation of teaching, it is found somewhat lacking in both essentials.

We are doubtless approaching a body of principles which are pretty well established, and yet a student of educational philosophy finds wide differences in the views of our ablest thinkers. Citations might be made to eminent authorities in support of this position, but there is no necessity for such references before this body of teachers. We are forced to the conclusion that the science of education is still in an experimental or undeveloped stage. There have been seers and philosophers who have brought order and system out of the educational chaos, but it remains for future thinkers to reduce educational theory to a complete scientific basis.

The same uncertainty and absence of uniformity characterizes educational

practice. Curricula and methods of instruction are greatly at variance in different schools. It is quite generally believed that the province of the common school, so far as mental training is concerned, is to teach the fundamentals of learning, but there is a wide range between the practice of the schools which still follow the traditional course of study and those which have enriched their intellectual bill of fare. There is a wide gap between common sense mental arithmetic, and higher mathematics for grammar grade pupils. A more marked difference in practice is seen in the high school. Some schools still adhere to the old college preparatory studies, while others offer technological and trade courses. When it comes to the matter of standards or criteria for judging the kind and amount of work which should be done in the various studies, no common practice exists. To my knowledge only one attempt of this kind has been undertaken in this country, that of Dr. Rice in arithmetic and spelling, and it has proven fruitless of results largely because of the absence of agreement among schoolmen. Enough has been said on this point to call to your minds the fact, that there is great lack of uniformity in the practice of the schools. We must conclude, then, that our vocation fails to measure up to the standard of the true professions in respect to both doctrine and practice.

The other essential feature of a profession relates to the manner of admitting new members. In the recognized professions, applicants are admitted by examiners of established professional standing. Certain requirements as to technical and professional preparation are demanded as a pre-requisite of admission to the examination. For instance, an applicant for a medical certificate must have a diploma from a recognized medical college, and must show academic preparation equivalent to a

four years' high school course. Similar requirements are exacted of candidates for admission to the bar. The important facts to be noted in the method of granting licenses by the two professions mentioned are: (1) that applicants must show evidence of certain preparation as a condition of admission to the examination; (2) the examiners must be men of recognized professional standing.

When we examine the method of licensing teachers and compare it with the method of the professions, important differences are noted. Instead of a single board of examiners, as in law and medicine, there are three kinds of boards empowered to grant teachers' certificates, only one of which can be said to be distinctly professional. With reference to the other boards, there can be no mandatory requirements except the statutory provisions regarding the age of applicants, and the experience necessary for the higher grade certificates.

It would seem that the method of licensing teachers ought to afford a more satisfactory showing in the direction of professionalism. To establish a philosophy of education requires years of experimentation and research, but to determine a method of guarding the doors of the vocation so as to safeguard and dignify it, would seem a much easier task; yet more progress has been made toward the great end of working out a science of education than of developing a system of certificating teachers that will tend to foster the professional standing of the teacher. The most important advance step in recent years, is the law providing for uniform examination questions. A certain amount of academic work and professional study in schools of recognized standing as a requirement for admission to the examination would be another important step forward. Reforms must come slowly, and we must abide some evils until the fulness of time, but the fact is, the ad-

vancement of teaching toward professional rank has been less, where more should have been expected.

It is foreign to the purpose of this paper to discuss the subject of licensing teachers further than to point out how far it conforms to professional standards or how far it falls short of such standards.

I have thus far mentioned what seem to me the two essentials of a profession, viz.: a recognized body of doctrine, and the method of granting licenses, and I have tried to point out in each case the status of teaching as fixed by these tests.

Besides the two essentials just mentioned, there are several secondary considerations which have a significant bearing upon the proper ranking of teaching. It would be a reflection upon the dignity of a profession to attempt to estimate its rank according to the earning capacity of its members. No lawyer speaks of his calling as the "business of law," yet there must be in any high calling sufficient compensation in the way of salary or fees to enable its members to enjoy a reasonable degree of prosperity—enough, at least, to insure such a living as would satisfy the tastes of cultivated men and women during the productive period of their lives and provide a competency for old age.

There has been in recent years a noticeable advance in the financial compensation of teaching—in our own state amounting in the better positions to an average of 20%, but the cost of living within the last decade has increased equally as much, so that the purchasing power of salaries today has advanced little, if any. Notwithstanding this fact, the advancement in salaries is a distinct professional gain.

In 32 cities of Ohio reporting to the Committee of the N. E. A. on Salaries, Tenure, and Pensions of Teachers, the average salary of elementary teachers in 1903 was \$582; of high school teachers,

\$1,068. In the same report for the rural schools of Ohio, the average salary for men was \$286 and for women, \$264. In the Eighteenth Annual Report of the Commissioner of Labor the living expenses of an individual, belonging to a workingman's family in the North Central States, were \$155.24. The items included cover food, rent, fuel, light, clothing, sundries. For the teacher there must be added other items such as books, entertainment, professional literature and an increased amount for clothing. These additional items at the lowest possible estimate would run the teacher's living expenses up to \$175.

An interesting comparison might be instituted between the salaries of teachers and the earnings of laborers. The same report gives the earnings of street laborers who are usually paid the highest wages for unskilled labor at \$500 when they are employed all the time. Molders may be taken as a type of skilled labor. They earn \$3 per day or \$939 per year when employed all the year. The average annual earning of the skilled laborer is in round numbers \$900. The average salary of an elementary teacher in 467 cities of this country is \$650. These figures are quoted for the purpose of putting before you the comparative earning capacity of the educational worker in the ranks of the vocation.

In our own state the salaries of school men in the cities compare favorably with those of other states; still according to the figures for the current school year, there is but one Ohio superintendent receiving \$5,000 per year, and but one high school principal receiving \$3,500 per year. The average salary of superintendents in places of 10 to 20 thousand inhabitants is about \$2,000.

In every city of 10,000 people there will be found several physicians and lawyers whose annual earnings are \$5,000 each. That there is a wider op-

portunity for individual effort and ability to add to one's earnings in law and medicine than is possible in school work, no one will deny. There is a great tendency to measure the salary of the teacher by the ability of the poorest district and the weakest men of the vocation. This has a tendency to level down to the standard of the lowest. Then again the lawyer and the physician name their own fees; the teacher must accept what is tendered him.

The compensation of a calling has much to do in determining whether it shall rank high or low in the scale of vocations. Good salaries will attract and hold men of first class ability, and they in turn will achieve such notable results that the calling will be dignified in the estimation of all. The same ability, preparation and industry that are demanded of the successful school man would command many fold more financial returns in the professions.

The minimum salary law recently enacted is a most important forward step in the direction of professional advancement, provided it is not construed by penurious boards of education as the measure of the value of the best teachers, and thus becomes a maximum as well as a minimum. If it issues in a demand on the part of school boards for a higher standard of preparation and a just recognition of efficiency, it will prove a great professional uplift all along the line.

Permanency of employment is an important factor in any calling. Owing to the mistaken idea that any person with sufficient knowledge of the subjects taught is qualified to teach, our vocation has been invaded by many who have no intention of making it a life work. This includes many young men who are working their way into professions—a very worthy class of persons, but without any special preparation for teaching.

Then we have that large class, which, according to the statistics gathered from 467 cities, constitutes 91.6 per cent of all the teachers employed in these cities—the women teachers of the nation. To their fitness, especially for the lowest grades, and their devotion to their calling while they remain in it, we must all agree, but their uncertain time tends to reduce the average length of service of teachers. Statistics from 333 cities of the U. S. of 8,000 population or over show that of the whole number of teachers whose experience was less than five years, 17.1 per cent were men and 25.5 per cent were women; the ratio varies with increased length of service in favor of the men; at 10 to 14 years experience the per cents are 18.2 for men and 19.1 for women; from this stage on the disparity increases rapidly, and at 40 years or over the ratio stands 3.5 per cent men for .6 per cent women, or about six times as many men as women.

I do not desire to indulge in any discussion of the question of the sex of teachers as related to efficiency. What I am attempting is to show its relation to our progress toward professionalism. On this point I wish to quote from an editorial which appeared in an Ohio paper a few days ago. I take from the article the following excerpt to show how a layman views this condition: "We do not know how large or how small a percentage of women teachers expect to make that a profession, but observation teaches that not very many of them enter that particular branch of work with the idea of making it a life work. With most women teachers it is simply a temporary employment, a sort of makeshift preparation to accepting the right man when he comes along and says he is willing. Strictly speaking, therefore, outside of a comparatively few women and more men teaching is not a profession."



It will be noticed that our editorial friend's observations are borne out by the statistics given above. Hence, we may pass this phase of the question by repeating that those who enter upon teaching as a temporary employment, be they man or woman, tend to lower the professional status of the calling. The demand today for normal and professional preparation will have the effect of shutting out all those who do not expect to make teaching a life work. This will be a distinct forward movement toward the goal of professionalism.

Another consideration which has a vital bearing upon the teaching vocation is the confidence that is reposed in its followers by the public and the place that is accorded them in the community. The average school man does not aspire to admission to the 400 or Bradley-Martin set of his community, but he wants to rank as a man among men who have had no better educational and professional preparation than he himself has had. When I was more innocent of the ways of men than I now am, I ventured to say once to a man, who had spent almost his entire professional life as superintendent of one of the most important cities of this state, that his position among his people must be ideal. His early graduates were then the substantial citizens of his community and some of them had served on the board of education. His reply caused a shiver to run down my professional spine, but I have since suffered so many similar chills from actual experience that I am no longer subject to frequent changes "The most ignorant man in my city does not hesitate to advise me how to run the schools, and in all my experience my advice has rarely been sought by persons out of school on any other subjects than those relating to books, colleges, etc." How is it with the other professions? A man is ill or a member of his family is ill. He calls in

his physicians and swallows his medicine without any concern as to whether it is a deadly poison or the most harmless of drugs; or he needs legal advice and goes to an attorney. He is told what to do, and does it without a question even though great interests are involved. Why? He has confidence in his medical and legal advisers. He credits them with knowing something which he does not. But he will not hesitate to argue and even take issue with a school man who has had as good preparation and as wide experience as the lawyer or doctor. Why? Because he does not look upon the school man as knowing something which he does not. A gentleman who was superintendent of a city school for many years and withdrew to enter upon the practice of law told me recently that a man who had served on his board of education became one of his first clients. He was a man of wealth and entrusted his entire legal work to the beginner in the law. While the aforetime superintendent was managing a school and knew what he was about, his judgment was often questioned concerning matters wholly technical, but when he began as a lawyer and did not know his business, his judgment was relied upon implicitly.

This illustration is no exaggeration. It is not the fault of the people. We must look to ourselves and the traditions of our vocation for the explanation—to the Ichabod Cranes and Squeers. In Germany and some of the other countries of Europe the schoolmaster is second in influence only to the dominie. The reason is that candidates for teaching are thoroughly trained both academically and professionally. They are about 30 years of age before they enter upon their work. Such equipment and maturity command the respect and confidence of their patrons.

Then, again, I sometimes think that

schoolmasters are too ready to yield to the opinions of the *hoi polloi*. They would sometimes sacrifice their rights as citizens for fear they may be thought to hold sentiments and principles contrary to the popular view. If his church is not the popular one, he hesitates to go to church at all. If his political party is in the minority, he stays away from the caucus or away from the polls. The man who modestly and consistently acts the part of a good citizen in his community will command the respect of his people in his official relations. The man who lacks courage and plays the part of a "ninny" outside the schoolroom, cannot hope to receive the professional recognition which his calling merits.

There is one other consideration which this subject calls for. There is in all the professions what is termed professional courtesy. There is nothing which will make for professional advancement more than the conduct of teachers toward each other. The refusal of schoolmen to allow their names to be used in connection with changes until a vacancy is formally declared has elevated the standing of teachers in a marked degree. In this connection I feel that something should be said against commercialism in education—the withdrawal from a school for no other reason than greed. It is our duty to be at all times business-like. We expect boards of education to give us long term elections and then we break our engagements sometimes without proper consideration of the interests with which we are entrusted. We hear of examples of such action in high places, but that only makes the condition the more lamentable. The acceptance of an election is an implied contract, and it should not be broken without the full consent of both parties. When a vacancy is caused by death, the ethics of the profession ought to prevent an unseemly rush of applicants before the funeral of the deceased. Then there is that *esprit*

*de corps* which is promoted by a spirit of loyalty to our calling. I knew a teacher once who was making a visit in a city distant from her home. She chanced to meet there some people from her home town. She begged them not to tell any of her new acquaintances that she was a teacher. Thank heaven, there are few such teachers today and the few that are left deserve to be speedily ostracized.

In this paper I have hurriedly touched upon the two essentials and several secondary considerations bearing upon the status of teaching as a profession. While the conditions are not all that we could wish, there are hopeful signs of better things for the future. The nature of the topic has forced me to deal chiefly with the deficiencies and limitations of our calling. I would not be misunderstood. My purpose has been to emphasize our professional advancement rather than our failures. I am thoroughly optimistic as to the future of teaching as a profession. I believe in the dignity of teaching and confidently look forward to the day of our professional triumph. In the country community where I spent my boyhood, there was an eccentric old gentleman long since gone to his reward, who never let pass an opportunity of speaking in class meeting. His "experience" was always given without change of word, accent, or intonation. It was as follows: "Brethren and Sisters: If I know anything about the state of my mind, I'm still a-gaining." Paraphrasing the language of my saintly old friend who, I doubt not, is advancing in all spiritual things in the heavenly country, let me close by saying, if I know anything about the state of teaching, we are still a-gaining.

#### DISCUSSION.

DR. C. C. MILLER,

I believe that it is commonly considered that the law, medicine and the work

of the ministry or the divinity school are to be accepted as the so-called professions. According to this belief the learned professions are classed as law, medicine and ministry. Today as teachers assembled here we are engaged for a short time in a discussion along the line of professional standing, or a right to a place in the so-called profession. To my mind the work of the teacher in all its phases comes as near the line of professional work as either of the so-called learned professions. For the advancement of education, all civilized nations from ancient times to the present have contributed millions of their treasure and much of their time. In the United States alone the government has given vast areas of the public domain and it has yearly applied large incomes for this purpose. Prior to 1876 the United States had given for this purpose about eighteen millions acres of land. In 1836 congress gave thirty millions dollars to the various states for educational purposes. To no other calling has the government of our country given so lavishly of her time and her means. To no other cause has been given such a united effort to produce a thorough system of training for professional work. In 1869 the Bureau of Education was established, and its function was declared by congress to be to "collect statistics and facts showing the condition and progress of education in the several states and territories, and diffuse such information respecting the organization and management of schools and school systems, and methods of teaching as shall aid the people of the United States in the establishment and maintenances of efficient school systems, and otherwise to promote the cause of education through the country." It would be strange, indeed, if a work that has enlisted the life services of Horace Mann, has made no substantial advancement toward professionalism. Who will say that the great constructive work of

Dr. Harper has not been a substantial professional gain? Is there any one who would deny a professional place to men who wrought such works as Pres. Eliot, Pres. Wilson or Mark Hopkins, for the work they have done in higher education? It would be strange if the work of these famous men has not earned them a place in the so-called learned professions. What shall we say of the great army of public school men and women, if all the work they have done and the work they are doing can not be counted for professional advancement, surely no other calling is entitled to do so. It is argued that the salaries paid to teachers are not equal to salaries paid for professional services. Teachers are not paid what they ought to be paid for their work, but if there were as many professional men employed in proportion to the population, as there are teachers, their salaries would be correspondingly decreased. The lawyer and the physician who draw large fees are the few and not the many in these professions. How many ministers receive more than \$600 per year and their living? Only a few go above these figures. There is only one minister in a community where there may be eight or ten teachers. The teacher contributes largely to the knowledge necessary to enter the learned professions. The lawyer, the physician and the minister makes his preparation and lays his foundations under the guidance of the earnest faithful teacher. It would be strange if we take into consideration all these facts, that the work of the teacher does not stand higher and stronger in the hearts of the people than that of any other calling. In authorship the teacher holds first rank. He writes the splendid articles which appear in our books and magazines. From him comes our encyclopedias and all our books of reference. The teacher is authority in the textbooks which are used in the training for the learned professions. He writes the

books which guide and instruct the ministers, the lawyers and the physicians in the preparation for their work. Who is it that instructs the children and lays the foundation for their future career? Is it the minister, the lawyer, the physician? No, sir. It is the teacher who is there from the beginning of the source of educational power and professional training. No matter in what realm of the world's work you may go you will find the work of the teacher as the foundation upon which you must build. In whatever domain you may enter, whether literature, science or art, you will find that the leading men are teachers. In the field of science you will find that Tyndall and Huxley and Spencer are the greatest teachers of their times. They have instructed the world and they are the very sources of knowledge. These men were great scientists, but they were also great teachers. Some one may say we are not entitled to be classed with the professions as much as these men. If we take the work done by the teacher as the standard there is scarcely comparison between the different professions. Again, it has been said that we are not entitled to be classed among the professions as we have no national educational system, and that every state has its one educational system. The same may be said of the professions, because we have no national system of law, or medicine, or divinity. In this respect the educational system of the country makes a broader appeal to the people than either of the learned professions. In our work we need more professional training and we are going to get it. We need more state normals in Ohio and we are going to have them. We have two Normal schools in the southern part of the state and they are good ones and doing a great work. We want two more in the north part of the state, and we are going to have them. These schools are needed to take care of the training of our teach-

ers and fit them for their work. In the establishment of Normal schools for the training of teachers by the state is there not a step in the direction of professionalism? My answer to this question is, that we are further along today than in any previous age, and the teacher is recognized today as a more potent factor in his community than he ever was before. The recent code has given the superintendent absolute power in saying who shall teach, and the demand is for better and stronger teachers. There is a stronger demand for good teachers today in Ohio than there ever was before, and it is our duty to prepare for it. In conclusion let me say, that we can increase our idea as to what professional standing is. We need more professional training in this state than we have had and I believe we are going to get it. We need a higher professional spirit among our teachers, and I believe we are going to have it. Let us stand up for our work, talk of it and demand that it have the place and rank to which it is justly entitled. Mr. Williams, in opening this subject, has well said that the teacher should be a man among men. When there is a business meeting called in the town for any purpose, in regard to the progress of the town, the teacher should be there and he should be a part of that meeting. When the teacher is thus recognized it will go a long way toward giving him the proper position as a member of the community. We have today a better outlook for the professional standing of the teacher than we have ever had, and we are entitled to it. I hope it will continue to grow better and I know of no state in which there is a higher professional spirit than in Ohio.

GRAFT.

C. L. VAN CLEVE.

I count it rather a doubtful compliment to be put upon this place in the

program to speak upon this subject. I am not altogether sure as to what the basis of my choice was. I have a brother on the executive committee and therefore I have some rights that the rest of you do not. When the committee notified me that I was selected to speak at this association at this time and on this end of the program, I protested against it. I finally asked him upon what basis I was chosen and then he explained to me the scheme of the program. I think you will all agree that there is no more important subject than the discussion of the moral aspects of the profession. I am not therefore responsible for your selection and when it was settled that the proper theme to close this program was graft, they said unanimously Charley Van Cleve is the proper man to talk upon that subject. I was not sure of the compliment and I could not see why any man should think that I have taught so long that I know more of graft than the rest of you or that I was so innocent in this matter that I would be the proper man to discuss the various forms of graft in our profession. From every aspect that I view it I can not consider my choice as speaker, a compliment and I hope I may be able to say some things that may be helpful to you.

In discussing this subject I want to say in the beginning that I have in mind no man, no person or group of men nor any intimate friend in the profession from whom I have deduced my convictions. I do not expect to define what graft is. I will take it for granted that this common American word is well enough understood by those who listen to me to make it unnecessary to resort to definitions. Neither on the other hand do I undertake to discuss in a general way the various devices and forms in which graft presents itself. I shall confine my discussion to its relation to

ourselves and the few forms in which I have noticed it annoy teachers. First of all I think I may say that there is no subject which has a wider discussion at present than that of graft. Some writers differentiate in graft, calling one kind dishonest graft and another kind honest graft. I shall not undertake to prove whether that discrimination is wise or otherwise. I shall leave the things I present to you to be applied in your own experience from which you may judge. So universal is graft that I quote the remark of Ex-Representative Thayer of Massachusetts when he responded in a speech in the City of Wooster recently. In speaking of the corruption in civic life he said, I have a friend who is one of the Senators. I would not dare say his name, but he is one of the most valuable men in the upper house. He said to me Thayer, when they call the roll in the Senate I have to stop and think whether to say not guilty or present. If this spirit of graft be so prevalent in civic life it is not surprising that it comes in some forms in our profession. I speak not in a pessimistic tone but in a tone of warning, I do not want to weaken your faith, but I want to revive your faith. We all want to be regarded as honest and honorable but it will help us to be both honest and honorable in our profession if we think of the dangers into which our professional experience may take us. There are at least three common sources of graft in our profession. First there is the graft in securing positions. I do not speak of teacher's agencies in this connection though I might say some things that would be helpful to the young teacher, something about the practice of securing the names of these vacancies in positions. I wish to speak in the first place about the commissions that are paid to secure teachers. I have never known that such

assertions were all founded on truth, but I have heard it asserted time and again that certain prominent school-masters held their positions by sufferance of the local boss. I know of a case where an honorable young man refused to accept a position because he was approached by a middle man who asked him how much he would put up for the place. The boss had said, I have been through a very costly political campaign and I lost out. I am out \$4000 and I mean to get some of the money back. This young man said to me what shall I do? I said to him what does your honor say and he said my honor prompts me to turn that man down. This is one of the sources to which our profession is subject, but I do not for a moment think it is as widespread as might be supposed. There is another source of graft or corruption that may come to our profession and that is the commissions which are paid for a knowledge of these vacancies which are to occur. I presume it is legitimate to notify agencies of prospective vacancies. I have been asked to notify these agencies of prospective changes in my own corps and they would pay me from 5 to 15 dollars for such notices. I frequently get applications for vacancies not yet made and that means that somebody is notifying these agencies. If I who am the appointing power under the statutes were doing this I would consider that I would be acting dishonestly, especially if I should receive a fee for notifying agencies of these vacancies.

The second form of graft to which I call your attention is that which is known as the school masters' relation to the book publishers. I do not want to be too critical in this matter, but I want to say now and here in the presence of many of the agents and without fear of successful contradiction that I was never corruptly approached by any book firm or its agent on top of ground. I do

not believe one-tenth of the stories that are told about the corruption of book publishers. I want to say what I said to an agent here yesterday, when you come to my office and begin to talk about the corruption of another firm that makes me a friend to that firm. You are always welcome to come and talk with me, but if you talk about the other man it weakens my faith in you. As I said I do not believe one-tenth of the stories about the corruptivon of book firms, but there are some things I do believe and I want to say for the benefit of young teachers to be extraordinarily careful what sort of courtesies you receive from book publishers. I do not want to have my reputation besmirched by having it said that book agents paid my hotel bills as has been said of certain superintendents. This was played on me once and I know there is some truth in the charge. I make it a practice not to accept even an invitation to dinner from an agent unless it is a case where it would save his time for me to accept or work a hardship on him if I declined to go. I do not accept any social invitations or courtesies from book men unless I can return them just as I would do with any other man. I treat them just as I would treat any other member of the community. I do not accept any courtesies from them which I can not and do not expect to return. They are welcome to come to my office and talk over book matters with me.

There is another form of graft which is laid at the door of the book publishers. Some years ago it was charged openly in the streets of a certain Ohio city that a book firm spent \$700 to elect a man to the school board. I do not believe a word of it. You will see the folly of such a statement when you think over the matter and figure out the profit that any one firm might have and see how long it would take to get

that money back. But there is another form of corruption to which teachers are subject in relation to book publishers. I have this story from the head of a book firm who gave me the circumstances. The form of graft to which I refer is the practice of securing samples of school books for the purpose of selling them. I want to caution the young teacher about this form of graft. You can become a petty thief more easily through that means than any other way. This book man said that the most flagrant case he ever knew was a young superintendent in Illinois who wrote asking them to send him a list of books covering an entire page of the letter. His clerk told him when he came that as the man was in a village only he did not fill the order. But my informant said I erred on the side which publishers usually err and sent the books. The day after the books were sent I went into the second-hand book store of Barnes & Co. in Chicago and there I saw a package of books bearing our label. That petty thief had taken the package as soon as it came and sold it. This practice is all too common and I desire to warn the young teacher against it. In regard to the relation of teachers and supply houses there is an inevitable source of graft to the man who is dishonest. Let me illustrate. On one occasion we were to purchase \$1500 worth of seats and one of the agents called me out of the committee meeting and said they will buy whatever seat you say and there is \$75 in it for you if you recommend my seat. I said you are a scoundrel and then he began to beg for mercy and he tried to explain it on the theory that they would appoint me as their local agent. The chairman of the committee said why did you not take it and we could have saved \$75. The shocking thing about it was that this board member was

waiting for me to sell my honor for a price. There is another matter to which I call attention. It is the practice of some teachers to go out and sell books during the summer. That is not absolute graft but I think it is a practice fraught with danger to the man with a delicate sense of honor I want to say to my young friends that it may be entirely honest to go out and sell books during the summer, receiving a salary for your labor from that firm, but it robs you of your independent judgment when you go back to your school work. I do not believe I could go out and sell school books during the summer and then go back to my school work in September and be honest and unbiased in my judgment. There is a pernicious practice among teachers to think it is simply right to get something for nothing and so they accept favors at the hands of book publishers, commissions from school supply houses, gratuities in the form of theater tickets, boat rides and becloud themselves with a false philosophy that to the ill paid profession of which they are members these favors so easily won are legitimately secured and illustrate the false philosophy that in life we can get something for nothing. It is not so and I commend to the young men as yet untainted with the microbe of graft this philosophy of our noblest American poet.

The earth gets its price for what earth gives us.

The beggar is taxed for a corner to die in.

The priest gets his fee who comes and shrives us.

We bargain for the graves we lie in.

At the devil's booth all things are sold.  
Each ounce of dross costs its ounce of gold.

For the cap and bells our lives we pay.

A bubble we buy for the whole soul's  
tasking  
It is heaven alone that is given away.

It is the Son of God that may be got  
for the asking.

## SECRETARY'S MINUTES.

### TUESDAY 9:30 A. M.

Association called to order by Dr. Thompson.

America was sung by Prof. Gantvoort

Prayer—led by Dr. Bennett.

On motion of Supt. Weaver, chairman of the executive committee, telegrams of the good will of the association were ordered sent to Dean Williams of Ohio University and Supt. Zeller of Findlay in their affliction. Supt. Weaver, chairman of the executive committee, introduced Dr. Thompson, president of the Association, who delivered the inaugural address, specializing on the Revenues Actual and Possible in Ohio.

Address:

Paper, History of Tax Lands in Ohio, by State School Commissioner E. A. Jones.

Address:

Taxation of Corporations and Franchise Values, Hon. S. D. Shankland, Willoughby.

Address:

School Lands, Supt. E. B. Cox, Xenia.

Moved by Mr. O. T. Corson that a committee be appointed with Mr. Shankland at the head of the committee to investigate the matter of school revenues. Seconded by Dr. Bennett.

Dr. Carr of Dayton moved to amend to refer this motion to the executive committee of this association for report at this session.

### TUESDAY AFTERNOON.

Paper:

Do We Teach the Fundamentals? Supt. J. K. Baxter, Canton.

Paper:

Supervision and Instruction, Supt. C. L. Boyer, Circleville.

Discussed by Supt. F. P. Geiger of Canal Dover.

The president appointed the following to confer with teachers wanting positions and school officers desiring teachers: Supts. J. A. Shawan, W. McK. Vance, S. P. Humphrey, C. L. VanCleve, E. B. Cox.

Paper:

Quantity and Quality in High School Education, Prin. F. B. Pearson.

Discussed by Supt. F. W. Wenner.

Report of executive committee on School Support and Revenue was read by Supt. Weaver, chairman of the executive committee.

Supt. Vance of Delaware moved the amendment that other associations in the state be asked to co-operate. Adopted.

Moved by Supt. Dyer of Cincinnati that the committee on condition of education in the state be revived and make a published report to the next association. Question was referred to the executive committee with instructions to report tomorrow.

### TUESDAY EVENING.

General program.



WEDNESDAY A. M. JUNE 28.

Session opened with prayer by Pres. Thompson.

Music led by Mr. Gantvoort.

State Reading Circle report by Dr. J. J. Burns, its secretary.

Dr. Chas. Hauptert, chairman O. T. R. C. presiding.

Supt. Elson of Cleveland was introduced to the association and made appropriate response.

Paper:

The Relative Cost of High School Education as Compared with Elementary Education, Supt. J. M. Hamilton, Lebanon.

Discussed by Miss Ruby E. C. Mason, Wellsville, Ohio.

Paper:

Efficiency in Teaching as a Basis for Increased Pay, Miss Isabella Tappan.

Discussed by H. C. Muckley.

Committee on Nominations: Supt. N. H. Chaney, Supt. Arthur Powell, Supt. M. E. Hard, Supt. C. W. Bennett, Supt. Chas. Hauptert.

Committee on Resolutions: Supt. J. E. Morris, Miss Bettie A. Dutton, Supt. F. B. Dyer, Mr. G. W. Brumbaugh, Miss Margaret W. Sutherland.

Adjourned.

WEDNESDAY P. M.

Music, led by Mr. Gantvoort.

Paper:

Why Do We Educate? Supt. C. L. Cronebaugh.

Discussed by Supt. O. W. Kurtz.

Paper:

The Problem of the Personality of the Teacher, Prin. F. E. Ostrander.

Discussed by Supt. Chas. Hauptert.

Paper:

How Shall a Teacher Meet Her Full Ethical Responsibility? Nettie Shreve Bayman.

Discussed by Supt. John E. Morris.

The Executive Committee recommended that the Committee on the Con-

dition of Education be reconstructed and asked to make a report one month before the next annual meeting, providing money can be secured to defray expenses of the committee. On motion the report was adopted.

It was further recommended by the Executive Committee that the members of the Association are not required to obtain membership tickets for their families in order to secure reduced rates for them. On motion this resolution was adopted.

WEDNESDAY EVENING.

Music led by Prof. Gantvoort. Annual address, "The Making of a Teacher," Dr. Martin G. Brumbaugh.

THURSDAY MORNING.

Music led by Prof. Gantvoort. Prayer by Pres. Thompson. Report of Committee on Necrology by Dr. J. A. Shawan, followed by Supt. E. F. Warner giving a sketch of the life of Supt. W. W. Ross, of Fremont, deceased; also by Supt. F. M. Ginn, Dr. C. W. Bennett, Hon. E. A. Jones and J. H. Snyder on the life of S. S. Rickley, of Columbus, deceased.

The Committee on Nominations reported the following names as officers of the Association. Report was on motion of Supt. E. B. Cox adopted and the officers declared elected.

OHIO STATE TEACHERS' ASSOCIATION.

PUT-IN-BAY, O., June 28, 1906.

REPORT OF COMMITTEE ON NOMINATIONS.

*President* — C. L. Van Cleve, Mansfield.

*Vice-Presidents* — Geo. Buck, Dayton; W. H. Rice, Chillicothe; Miss Myra Hanson, Toledo; J. W. Moore, Leetonia.

*Secretary* — S. H. Maharry, Shelby.

*Treasurer* — Ira C. Painter, Zanesville.

*Executive Committee* — F. E. Reynolds, Defiance; O. P. Voorhees, Cincinnati.

*Board of Control, Reading Circle* — Short term: Wm. McK. Vance, Delaware. Full Term, Miss Lura B. Kean, Wooster; Supt. C. E. Carey, Warren.

*Committee on Necrology* — E. F. Warner, Bellevue; P. C. Zemer, Napoleon.

*Legislative Committee* — H. H. Helter, Wapakoneta; S. P. Humphrey, Ironton.

*Committee on Education* — F. B. Dyer, Cincinnati; John Morris, Alliance; 3 years. J. M. H. Frederick, Cleveland; W. W. Boyd, Columbus; 2 years. C. L. Boyer, Circleville; E. A. Jones, Columbus, 1 year.

Respectfully submitted,

N. H. CHANEY,  
ARTHUR POWELL,  
M. E. HARD,  
CHAS. HAUPERT,  
C. W. BENNETT,

*Committee on Nominations.*

#### OFFICERS MUSIC SECTION.

*President* — C. J. Marshall, 10319 Ell Ave., Cleveland.

*Secretary* — Mrs. Evelyn E. Thompson, 2106 Grand St., Cincinnati.

*Paper*: "What Progress Are We Making Toward Professionalism," Supt. H. B. Williams.

Discussed by Pres. C. C. Miller.

*Address*: "Graft," Supt. C. L. Van Cleave.

Moved by Mr. Shankland that the Executive Committee pay expenses of Legislative Committee on their approval by Hon. E. A. Jones, State School Commissioner.

On invitation of proprietor of Hotel Victory to hold meeting of Association at Put-in-Bay next year, a motion to that effect was adopted.

*Report of Committee on Resolutions* is as follows:

(See resolutions which were adopted.)  
Adjourned.

The Committee on Resolutions at the 58th annual session of the O. S. T. A., held at Hotel Victory, June 26-28, 1906, beg leave to submit the following report:

*Resolved* —

1. That we hereby express our approval of the time and place of this meeting.

2. That we appreciate the excellent work done by our Executive Committee in preparing a program so broad in its conception, so systematic in its development, and so helpful in the lessons brought home to us by those who carried it out to a successful completion.

3. That we further express our appreciation of the work of the Executive Committee in making all the arrangements necessary for the success of this meeting, the largest in many years.

4. That we put the seal of our approval on our vigorous president, Dr. W. O. Thompson, for his business and dispatch in carrying out the program.

5. That we note with pleasure that during the past year the O. T. R. C. had the largest membership of any year in its history.

6. That we thank, most heartily, Mr. A. J. Gantvoort, his goslings, and other singers who have contributed to the pleasure of the meeting.

7. That we regard the effect of the recent session of our State Legislature as one of great moral uplift. We commend the Legislature for such legislation as will make educational progress rapid and sure, and for the legislation which has increased the salary of the State School Commissioner to \$4,000, and which has put the department of education on a firm and effective base.

8. That we hereby give expression to

our sorrow for the death of Governor Pattison and that we tender to his bereaved family our profound sympathy.

9. That to our incoming Governor Harris, we pledge our support, and our promise to so teach the youth of our state that they may become worthy citizens of our great commonwealth.

10. That we recommend that our President and Secretary be authorized to send to Dr. Wm. T. Harris, the retiring U. S. Commissioner of Education, a letter expressing our pride in his great ability, our satisfaction with his labors for the advancement of the cause of education, and our regret that the press of other duties will no longer permit him to continue in the office which he has honored before the whole world.

11. That we further recommend that our President and Secretary be authorized to send a word of greeting to Dr. Elmer E. Brown, of California, who has been appointed by Pres. Roosevelt to succeed Dr. Harris, wishing him success and promising him our loyal support.

12. That we cannot close these resolutions without a sympathetic reference to the great calamity which has overcome the schools of San Francisco. We commend the efforts that have been made or that will be made by the schools of Ohio, to afford, by collections of money, substantial relief for personal loss among teachers and in rebuilding the schools that have been destroyed.

Signed by the Committee,

JOHN E. MORRIS, *Chairman*,  
BETTIE A. DUTTON,  
G. W. BRUMBAUGH,  
MARGARET W. SUTHERLAND,  
F. B. DYER.

Put-in-Bay, June 27, 1906.

Having considered the motions of O. T. Corson and C. W. Bennett looking to the appointment of a commission and the expressing of the Association's appreciation of the work done by the persons

presenting the discussion of this morning on School Revenues, which motions were referred to the Executive Committee for early report, we recommend:

1. That, desiring to provide for effective agitation of the question of how to secure increased financial support of the public schools and to utilize the work already done, the Commission of the Western Ohio Superintendents' Round Table, consisting of Hon. E. A. Jones, Supt. E. B. Cox, Dr. W. O. Thompson, Hon. S. D. Shankland, and Dean Henry G. Williams, be requested to act as a Commission of the Ohio State Teachers' Association to make investigation and report to this body at the next meeting on the subject of School Revenues and Their Proper Distribution.

2. That Supt. J. W. Carr, of Dayton, who as chairman of the Indiana committee which did such effective work in this direction, be added to the membership of this commission.

3. That the Ohio State Teachers' Association appropriate \$200 to add to the appropriation of the Western Ohio Superintendents' Round Table to defray the expenses of the Commission and for the publication of their report to the Association, said appropriation to be disbursed as the Executive Committee may order.

4. That the report of this Commission be printed and distributed to members of the Association one month before the next meeting.

5. That the Executive Committee be directed to set apart an entire morning session at the next meeting for a discussion of the Commission's report.

The Executive Committee believes that the time is propitious for making an effective appeal to the Legislature for adequate support of public schools, but regards it as necessary that there shall be authoritative information on the subject and a scientific basis for intelligent demands.

## LIFE CERTIFICATES.

*High School*—Charles M. Agler, Eldorado; G. W. Baumgardner, Seville; A. R. Cecil, Dayton; Charles M. Cookson, Somerset; Guy S. Dennison, Monroe; Orris E. Duff, Lafayette; Frank E. Elliott, Ashtabula Harbor; J. H. Finley, Antwerp; Finley H. Flickinger, Cardington; Ava D. Hannum, Frankfort; F. P. Householder, Utica; Otho C. Jackson, Nelsonville; George M. Johnson, Bellevue, Pa.; James J. Martz, Greenville; George C. Maurer, New Philadelphia; Samuel McArtor, Fultonham; Alfred I. McVey, Blanchester; Edwin L. Rickert, Youngstown; Chris D. Steiner, Pandora; Frank P. Timmons, Conover; Wilbur O. Weir, Dunkirk; Clarence H. Winans, Shelby; Helen R. Burns, Dayton.

*Common School*—William H. Altamer, Middletown; Charles J. Barckert, Wellington; L. Douglas Brouse, Camden; Asa B. Buroker, St. Paris; Milford G. Calhoun, Crooksville; Colin Campbell, Unionville Center; Wesley Campbell, Manchester; Matthew Duvall, Shandon; Jay A. Feik, McClure; James

H. Fortney, Williamsburg; J. H. Grove, Nevada; George M. Harner, Oldenburg, Ind.; Samuel M. Heitz, Germantown; Henry T. Hughes, Dowling; Ralph Huston, Oxford; Orla P. Kimmel, Eaton; Odell Liggett, Marysville; Frank G. Main, Casstown; Fred B. Milhoan, Athens; Thomas F. Mitchell, Martins Ferry; John W. Moore, Leetonia; Samuel C. Murphy, Bethesda; Fred C. Nydegger, Beach City; George H. Porter, Sandusky; Frank E. Rinehart, West Alexandria; A. R. Ross, Lebanon; John A. Sherer, Galion; Clyde V. Snider, Rockford; John L. Steiner, Beaver Dam; William T. Thompson, Jackson Center; John W. Witmer, Waterville; Joseph H. Young, Rising Sun; Lulu M. Ashton, Nelsonville; Martha E. Caldwell, Hamilton; Effie M. McKinney, Mechanicsburg; Louisa Pringle, Miamisburg; Elizabeth Ross, Lebanon; Josephine Snively, Seven Mile; Clara E. Steeb, Medina; Olive Woodward, Oak Harbor.

*Special Music*—M. Lewis Mohler, Van Wert.

## MEMBERSHIP ROLL.

*Adams*—H. E. Denig, Manchester. *Allen*—J. L. Steiner, Beaverdam; T. W. Shimp, Inez Baldwin, Dora Baldwin, Delphos; John Davison, Mrs. Clara Davison, C. C. Miller, Anna L. Conrath, Mary O. Conrath, Jennie Christopher, Lima.

*Ashland*—E. P. Dean, Ashland; C. W. Hopper, Sullivan.

*Ashtabula*—R. P. Clark, J. H. Craig, Ashtabula; F. E. Elliott, Ashtabula Harbor; Amy Parker, Irene Tyrrell, Kingsville.

*Athens*—Zella Foster, H. G. Williams, Athens.

*Auglaize*—O. M. Bailey, St. Johns; J. H. Spohn, E. A. Hotchkiss, St. Marys;

H. H. Helter, Sarah Howell, Laura Dieker, E. Jane Bailey, Edith Hettle, Wapakoneta.

*Belmont*—Laura Chappell, Lucy Chappell, Stella McConnell, Bessie Snyder, Anna Snyder, Blanche Fowler, Margaret W. Fulton, Katherine Fulton, Mrs. C. W. Naylor, L. E. York, Jessie R. Reed, Barnesville; J. R. Anderson, Bellaire; S. A. Gillett, Bridgeport; May Fortney, Grace LeSeur, Emma Gillespie, F. W. Wenner, Gertrude Gow, Martins Ferry; W. R. Butcher, St. Clairsville.

*Brown*—A. F. Waters, Georgetown; E. W. Stephan, Mt. Orab.

*Butler*—Darrell Joyce, Gertrude Sil-

ver, Elizabeth Schwarz, Hamilton; Arthur Powell, George G. Stahl, Middletown; Guy Potter Benton, H. C. Minnich, Anna E. Logan, Oxford.

**Champaign**—Effie M. McKinney, Mechanicsburg; D. C. Bryant, St. Paris; J. C. Neer, Urbana; M. A. Brown, Woodstock.

**Clark**—C. C. Patterson, J. S. Weaver, Carey Boggess, Bertha Stewart, Ella R. Bartholomew, Ella L. Geiger, Springfield.

**Clermont**—H. W. Paxton, Loveland.

**Clinton**—A. I. McVey, Elizabeth Chaney, Blanchester; Margaret Kaufman, Melvin; Zora Hunt, Hanora Haley, M. J. Flannery, W. H. Mustard, Sabina.

**Columbiana**—R. E. Rayman, F. D. Cockins, Carrie Gaver, Angie Moore, East Liverpool; L. L. Snyder, Columbiana; J. W. Moore, Leetonia; W. O. Lambert, W. C. Dyer, Lisbon; B. F. Stanton, Olga Solberg, Ella Snyder, J. S. Johnson, Salem; Mary L. McDonald, J. L. McDonald, Wellsville.

**Coshocton**—J. M. Yarnell, Coshocton.

**Crawford**—J. J. Bliss, Edna T. Birk, Bucyrus; Charles F. Limbach, H. D. Clark, Ethel Martin, Nellie Culley, Crestline; Kate Mitchell, Clara Barker, Belle Monroe, Louise John, Doris John, Galion.

**Cuyahoga**—D. C. Meck, Joseph Krug, M. L. Dart, W. H. Elson, C. E. Brown, D. B. Albert, B. E. Richardson, H. C. Muckley, Bettie A. Dutton, Susan A. Dillin, Mary L. Peterson, Ada E. Laird, Julia A. Wilmot, Lucia Stickney, Clara Mayer, Alice Carothers, Nette Carothers, Sara Morley, Miss B. Perley, W. E. Hicks, Chrissie Quayle, Anna Roteck, Harriet A. Hills, Julia A. Mulroone, Hannah Handler, L. M. Leick, L. L. Campbell, W. A. Putt, Mabel A. Payne, Edwin C. Runciman, Ella D. Deike, Marie E. Beerman, John H. Jones, Carl E. Bacon, F. M. Churchill, Lois Ellett, Charles F. Dutton, Jr., Henry C. Quigley, Julia Fenn, H. H. Cully, Mrs. H. H. Cully, H. O. Merriman, Mary I. Walker, Minnie D. Johnson, Margaret O'Conner, I. F. Patterson, Emma C. Davis, Jennie D. Pullen, Caroline P. Sked, Lucia B. Cole, Estella M. Pinhard, Nellie I. Weidenkoph, Harriet E. Terrel, Elizabeth McGorey, Stuart Eagleson, Edith F. Brink, Ida J. Prall, Belle Sunderland, Ethel Sunderland, C. J. Marshall, E. F. Moulton, Annie Shepard, W. T. Howe, J. E. Crabbe, E. F. Eldredge, Clara W. Shef-

field, Cleveland; J. E. Pettit, Bedford; Harriet A. Wright, Effie Loewe, Brecksville; F. P. Whitney, Collinwood; W. H. Kirk, J. J. Rogers, East Cleveland; J. B. Mohler, Berea; H. W. Kennedy, Miss I. Lilly, F. F. Musrush, Carrie E. Martin, Emily Cain, J. M. H. Frederick, Ethel Hunter, Lakewood; H. A. Redfield, Nottingham.

**Darke**—G. H. Garrison, Ansonia; W. L. Prince, W. S. Rowe, Dorothy McKinney, Mary Lemaster, Greenville.

**Defiance**—F. E. Reynolds, J. J. Burns, Defiance.

**Delaware**—R. H. Allison, Ashley; Alice Swisher, Eugene S. Heath, W. McK. Vance, Delaware; H. W. Bradshaw, Eugene Wilson, Sunbury.

**Erie**—Charles M. Davis, Berlin Heights; A. C. Alleshouse, Kelleys Island; J. W. Brown, Milan; Etta Sutton, Elizabeth Koegle, George C. Dietrich, H. B. Williams, Sandusky; S. M. Glenn, Jr., Huron; J. C. Seemann, Vermilion.

**Franklin**—Mary Dennison, Briggsdale; Mrs. F. B. Pearson, Humphrey W. Pearson, F. B. Pearson, O. P. Cockerill, Minona Schwier, Edith C. Rees, George P. Harmount, Mabel E. Marsh, Lillian Behren, W. B. Skimming, Jennie C. Davies, Louise Stewart, Helen Gallen, Cora B. Crane, Lillian Colgan, J. C. Hambleton, Jane M. Doren, Mary E. Ferrell, Juliette Sessions, J. D. Harlor, Otto H. Magly, Anna Finn, George W. Leahy, Abram Brown, O. T. Corson, Mrs. O. T. Corson, Alice D. Hare, Jane D. Sullivan, J. A. Shawan, Helen Millay, Anna E. Sims, Edna Perrill, Julia Lyde Mytinger, May Evans, Katherine Wirschinger, Renetta Monmouth, Oscar K. Rowland, Albertine Smith, Bertha Jacobs, Myra Taylor, Florence B. Hayden, Alice A. Fassig, Kate Drake, Harriet E. Bancroft, Mabel Kutz, Margaret Mulligan, Madge Perrill, Caroline Wendt, Harriet Thompson, Alice Goodell, E. A. Jones, W. O. Thompson, J. H. Snyder, Margaret W. Sutherland, Linnie S. Woods, E. E. Richards, C. S. Barrett, Edgar A. Kolb, Edna Armstrong, Ida Feiel, Maud Flynn, Clara Maetzel, Carolyn Scott, Anna Pfeiffer, John S. Royer, Katherine Ritson, O. G. Thomas, W. E. Kershner, Blanche Hicks, J. A. Harlor, C. P. Parkhurst, Jennie E. Phillips, Mary Esper, Elizabeth Jung, R. L. Babb, J. H. Rowland, Mrs. J. H. Rowland, W. H. Scott, Bessie Herrman, Ida K. Galbreath, W. M. Townsend,

Mabel Lilley, Harriet Lazarus, Margaret Haskell, Myra Neunherz, Mary Eisenbeis, Augusta Becker, Stella S. Wilson, B. B. Hiatt, W. W. Boyd, L. D. Bonebrake, Lillian Gallen, Helen Greenwood, S. C. Dobson, Harry P. Harrison, W. V. Harrison, Columbus; Arthur L. Gantz, Reynoldsburg; Francis W. Dickey, Clintonville.

*Fairfield*—Mabel E. Curtis, H. V. Merrick, Lancaster.

*Fayette*—James T. Tuttle, Susan Cockerill, Washington C. H.

*Fulton*—Endora Bishop, Mrs F. R. Bishop, Jessie Wolcott, G. R. Anderson, Delta; A. M. Barber, C. D. Perry, Fayette; Grace Robinson, Pettisville.

*Geauga*—L. Virgil Mills, Burton; W. R. Davis, Chardon.

*Greene*—Winifred Creamer, A. F. Darby, Osborne; E. B. Cox, Ralph W. Buck, G. J. Graham, Xenia.

*Guernsey*—H. Z. Hobson, Hugh R. Smith, Cambridge.

*Hamilton*—H. C. Aultman, Clifton, Sarah A. Ridenour, Brunhild Jenerh, Alice McDonough, C. F. Rapp, Anna Griese, Carolyn L. Strasser, Mary C. Strasser, A. J. Gantvoort, E. D. Lyon (Madisonville), Isaac Roobe, Frank R. Ellis, F. B. Dyer, Mrs. F. B. Dyer, E. A. Porter, Miss H. V. Creel, A. H. Steadman, O. P. Voorhees, Anna Reilly, E. W. Wilkinson, J. R. Fortney, William Kaefer, J. H. Locke, G. B. Bolenbaugh, F. W. Dearness, Edward D. Roberts, C. A. Wilson, O. M. Patton, F. E. Crane, C. J. Brooks, J. P. Cummins, E. W. McCoy, S. T. Logan, Thomas P. Pierce, W. A. Curl, W. S. Flinn, John Cronin, John A. Heizer, Alice Paddock, J. B. Johnston, E. M. Benedict, Lafayette Bloom, M. F. Andrew, Mrs. Evelyn E. Thompson, Cincinnati; Mabelle Brown, Alice Wild, College Hill; Thomas P. Pierce, Harrison; S. T. Dial, Lockland; Ida T. Smith, Nellie W. Kelly, Flora E. Miller, Lillie Shumard, Edna H. Fick, Madisonville; G. W. Clemens, Mt. Summit; W. S. Cadman, W. W. McIntire, Norwood.

*Hancock*—J. F. Smith, W. J. Smith, J. W. Zeller, Findlay; S. E. Weaver, McComb.

*Hardin*—A. Edwin Smith, H. S. Lehr, Ada; Ella McClurg, E. S. Monce, Forest; E. E. Bush, N. E. Hutchinson, Charles G. Britton, Kenton; E. L. Byrns, Mt. Victory.

*Harrison*—Leroy Patton, Hopedale; Charles F. Barnes, Scio.

*Henry*—H. S. Armstrong, Holgate; Jay Allen Feik, McClure; P. C. Zemer, F. W. Leist, Napoleon.

*Highland*—Mrs. A. I. McVey, Greenfield; Ann Hughes Marks, Hillsboro.

*Hocking*—H. T. Silverthorn, Logan; H. B. Schaal, Murray City.

*Huron*—E. F. Warner, Bellevue; Ed. A. Evans, Mary E. Locke, Chicago; L. W. Bedford, Fitchville; J. H. Diebel, Greenwich; A. C. Burrell, Monroeville; W. H. Mitchell, New London; A. D. Beechy, W. G. Scroggs, Norwalk; F. J. Stinchcomb, Paulding; C. M. Carrick, Plymouth.

*Jefferson*—Ella Holliday, Mary A. Perkins, Lois A. Grove, Caroline R. Dohrman, Lucy McCracken, Lora B. Childs, Emma Moncrieff, Mary C. Fielding, Cora Thornburg, Edna Christie, Georgia Herbst, Louise Hazlett, Josephine Hammond, Esther C. Ward, Grace Sharp, Ida Dougherty, Evelyn MacNeal, Lola M. Allison, Fanny A. Ryan, D. W. Matlack, Lenore Kell, Daisy Yocom, Elizabeth J. Hukill, Edna Buchhagen, Dora E. Williams, Jean I. Munn, Gracia Spencer, Phoebe C. Hart, Isabella Tappan, Nannie Schellert, Anna A. Bustard, Margaret Hill, Nell Cox, Edith M. Gunn, Ida V. Fickes, Jessie L. Irwin, Mallie Clemens, Mary J. Myers, Harriet Smurthwaite, Lyla Lee, Ella M. Schluppe, Marian Murphy, Millie Buchhagen, W. H. Maurer, Elizabeth Kinney, Margaret Wintringer, W. W. Parmenter, Ida Odell, Mary K. Prentiss, Edward M. VanCleve, Dora J. Evans, Minnie Bartels, G. W. Walker, Martha Marion, Blanche Gillespie, Mary Tappan, Jane Adrian, Martha Smurthwaite, Steubenville; Wilson Hawkins, Anna Brettell, Nellie Bosman, Mingo Junction; Lillian Vermillion, Annette Higgins, Smithfield; S. K. Mardis, Toronto.

*Jackson*—M. A. Henson, J. E. Kinison, Jackson.

*Knox*—Nellie Hicks, Belle Hicks, Centerburg; J. G. Leland, Mt. Vernon.

*Lake*—A. J. Frye, Fairport Harbor; G. C. Von Beseler, Madison; C. F. Stearns, F. H. Kendall, Julia B. Wolf, R. W. Henderson, Painesville; S. D. Shankland, H. A. Hepfinger, Willoughby.

*Lawrence*—S. P. Humphrey, T. Howard Winter, Ironton.

*Licking*—L. W. MacKinnon, Flora Hoover, Ella D. Howe, Granville; E. P. Childs, C. M. Bookman, W. W. Nusbaum, J. D. Simkins, Newark.

*Logan* — Nellie Huston, J. W. MacKinnon, Bellefontaine.

*Lorain* — W. E. Crandall, Amherst; Horace M. Ebert, Charles M. Williams, J. J. Vaughn, W. R. Comings, Lucy Kirk, Louise Biggs, Alma Starr, Lillian Sears, Florence Terry, Ruth Ellis, Elizabeth Jackson, Nellie Lewis, Elyria; A. C. Eldredge, J. O. Welday, D. J. Boone, C. S. Kelsner, H. C. Marshall, Belle Warner, Lillian Reynolds, Lorain; Ward H. Nye, Oberlin; R. H. Kinnison, Wellington.

*Lucas* — C. M. Lehr, Monclova; Helen Wolcott Dimick, M. Louise Ford, Dorothea Klag, Hannah Murphy, Luella Martin, Sybil Johnson, Mrs. Eloise Lynch, Emily Strachan, Cordelia Hopkins, Adah Burchfield, Janet Humphrey, Agnes Smith, Carrie E. Weaver, Edythe Campbell, Isabel Morrow, Grace Datesman, G. K. Lyons, H. J. Eberth, Fannie M. Perkins, Jennie McKesson, Anna M. Graether, Harriet Hinman, Maud Caniff, Myra H. Hanson, Toledo; J. W. Whitmer, Waterville; J. J. Bruehlman, Whitehouse.

*Madison* — H. S. Thompson, W. McClain, London; G. E. Bricker, Mt. Sterling; L. C. Dick, West Jefferson.

*Mahoning* — Margaret A. Boggs, West Austintown; C. M. L. Altdoerfer, G. P. Chatterton, N. H. Chaney, J. M. Dickson, H. K. Rayen, E. L. Rickert, E. M. Faust, G. W. Alloway, C. J. Tyler, E. A. Gilmore, E. F. Thorn, Anna L. Henry, Harriet B. Lyons, Lyde J. McGown, Maude Weimer, Maggie Robbins, Anne M. Thomas, Jennie L. Walker, Alta Strickland, Mary C. Palmer, Youngstown.

*Marion* — H. L. Frank, Marion.

*Medina* — Frances E. Thomson, J. S. Speelman, Granger; Dora Johnson, J. F. Smith, Lodi; Marie Randall, J. R. Kennan, Clare E. Steeb, Medina; W. T. Miller, Spencer; Frank L. Lytle, Wadsworth.

*Meigs* — Emma J. Rowley, Lillie J. Huber, Middleport; Priscilla Barnes, Pomeroy.

*Mercer* — W. A. Bair, Celina; Estelle Ashwell, Edison; Florence Anthony, Zema Roop, James Ross, Ft. Recovery.

*Miami* — L. J. Bennett, Covington; I. L. Parker, Fletcher; C. W. Bennett, Piqua; Orville Christ, Tippecanoe City; E. C. Myers, Ralph M. Brown, W. W. Coultrap, Troy.

*Montgomery* — Amelia Sandmeier, Ida M. Sauer, Lilia Gaul, Anna Christman,

Blanche Clark, Julia Meyers, Edith Cellarius, Cinnie Clark, Anna Rentzsch, John M. Mulford, R. P. Mercer, J. R. Fenstermaker, G. W. Brumbaugh, Edith McCoy, Matilda Neeb, Charles L. Loos, Jr., George Buck, J. W. Carr, Mrs. J. W. Carr, Ella Beistle, A. J. Willoughby, O. E. Wright, S. A. Minnick, Aurora B. Horn, G. Lillian Horn, Mary M. Guthridge, Dayton; W. U. Young, Farmersville; C. M. Austin, West Carrollton.

*Morgan* — J. B. Conard, Malta.

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## EDUCATIONAL NEWS.

— Supt. J. E. Fitzgerald, of Geneva, has been re-elected for a term of years at an increased salary.

— Supt. F. P. Geiger and Prin. Chas. E. Teeters graduated a class of nine June 1. Supt. L. E. York, of Barnesville, delivered the address.

— Supt. P. E. Ward, of West Mentor, has been re-elected and salary increased.

— Supt. Ed. A. Evans, of Chicago, graduated a class of eighteen June 1. Music was furnished by the school.

— Supt. J. R. Lehmann, of Cadiz, and Supt. C. E. Jenks, of Middlefield, have been re-elected and neither has filed a demurrer up to date.

— Lakewood has just completed an \$8,500 high school building, but will vote soon on another bond issue for \$100,000 to further increase the school facilities.

— Supt. W. R. Comings, of Elyria, has been re-elected for a term of three years.

— Miss Ruth Bogardus will have charge of Prof. Notestein's classes in Latin in the University of Wooster next year during his absence in Europe.

— Miss Mabel Kurtz, of Columbus, has accepted a position in the high school at East Palestine.

— Supt. J. G. Leland, of Mt. Vernon, has been re-elected and salary increased to \$2,000.

— Supt. F. B. Bryant, of Richwood, graduated a class of eight June 1. Supt. J. W. Carr, of Dayton delivered the address.

— G. J. Fuller, of West Liberty, succeeds Prin. H. E. Beatley of the Central Ward School at Urbana.

— Miss Mary Van Brunt, the very successful supervisor of mu-

sic and drawing in the Richwood schools, has resigned in order to become supervisor of music at Crawfordsville, Ind.

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**THE CARE OF SUPPLEMENTARY READERS AND OTHER FREE TEXT BOOKS.**

The large enterprises of our country are conducted on a rigid *system* to obtain the best financial results.

That the preservation of Free Text Books is a large enough business to be conducted by a **SYSTEM**, is evidenced by the fact that there are **IN THE UNITED STATES**, 13 states with Compulsory Free Text Book Laws, and **OVER 30 MILLION FREE TEXT BOOKS COSTING OVER 12 MILLION DOLLARS.**

That a very large proportion of these 30 million books are cared for by the "Holden System for Preserving Books" is evidenced by the fact that one state only of the thirteen states having arbitrary free book laws—used last year over 1,500,000 of the Holden Book Covers and thousands of dozens of Holden Self Binders for fastening loose leaves, etc., and Holden Transparent Paper for repairing torn leaves.

This System takes perfect care of the *outside* by a *waterproof*, germproof book cover made of absolutely pure (unfinished) leatherette (which wears like leather, too). The inside damages are repaired

instantly and easily by the Self Binders and Transparent Paper.

This allows of transferring the books at beginning of new school year, in neat, clean covers, removing the chief objection to the law, the transferring of unsanitary books.

\$1,000 worth of Free Books decrease in value \$30.00 every month of school use. That same \$30 will supply this System to greatly increase the life of the books.

Prof. E. B. Cox, Ex-Vice Pres. Nat. Supt. Association, Xenia, O., recently made this statement:

"Our City entered into the 'Free Text Book' plan of providing school books for all children below the High School in the fall of 1896; *some of the books have been in use TEN YEARS and are still suitable for further use.*

"This is because of the care taken and the use of the 'HOLDEN SYSTEM FOR PRESERVING BOOKS.' Everybody that has anything to do with the free text books of our schools strongly endorses the Holden System. The Covers are a great economy in the way of saving text books."

The Holden Patent Book Cover Co., Springfield, Mass., very willingly furnishes full information and samples to those desiring such aids in School Work and have **only ONE PRICE** to every School Board.

They have the contract for New York City, Philadelphia, and many other large cities.

# THE OHIO EDUCATIONAL MONTHLY

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## COLUMBUS, 1492.

Behind him lay the gray Azores,  
Behind the Gates of Hercules;  
Before him not the ghost of shores,  
Before him only shoreless seas.  
The good mate said: "Now must we pray,  
For lo! the very stars are gone.  
Brave Admiral, speak, what shall I say?"  
"Why, say 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;  
My men grow ghastly wan and weak."  
The stout mate thought of home; a spray  
Of salt wave washed his swarthy cheek.  
"What shall I say, brave Admiral, say,  
If we sight naught but seas at dawn?"  
"Why, you shall say at break of day,  
'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,  
Until at last the blanched mate said:  
"Why, now not even God would know  
Should I and all my men fall dead.  
These very winds forget their way,  
For God from these dread seas is gone.  
Now speak, brave Admiral, speak and say"  
He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:  
"This mad sea shows his teeth to-night.  
He curls his lip, he lies in wait,  
With lifted teeth, as if to bite!  
Brave Admiral, say but one good word:  
What shall we do when hope is gone?"  
The words leapt like a leaping sword:  
"Sail on! sail on! sail on! and on!"

Then pale and worn, he kept his deck,  
And peered through darkness. Ah, that night  
Of all dark nights! And then a speak —  
A light! A light! A light! A light!  
It grew, a starlit flag unfurled!  
It grew to be Time's burst of dawn.  
He gained a world; he gave that world  
Its grandest lesson: "On! sail on."

—Joaquin Müller.

## THE BEST MEANS AND METHODS OF IMPROVING TEACHERS ALREADY IN THE SERVICE.

BY WILLIAM M'K. VANCE, DELAWARE.

It is probably safe to say that most teachers are made, not born, else most of us would have to be born again; and regeneration for some people is impossible, as Mrs. Poyser, in *Adam Bede*, realized when she said it was a pity that Mr. Craig, the gardener, "could-na be hatched o'er again, and hatched different." The born teacher is not an extinct species, and happy is he whose commission is heaven-attested and heaven-sent; but the born teacher is so rare that, while he is not yet classed with the dodo and the apteryx, he is quite as seldom seen as those other *rarae aves*, the born orator, the born musician, and the born painter. Whatever debt of gratitude and of admiration we may owe those souls that burn with Promethean fire, the fact remains that the world's work is not now being done by geniuses, but it is being done by ordinary people who have devoted a fair degree of intelligence and a high degree of conscience, and such humbler virtues as courage and persistence, to rendering themselves efficient. Indeed, the born teacher who does not exhibit in his work the evidence of complete mastery of the technique of his art, will hardly succeed in getting it to be known that he ever was

born. And the mastery of technique, whether of the piano or of preaching, of pugilism or of teaching, is not a matter of long hair, nor of voice, nor of muscle, nor of memory, nor even of so-called aptitude, nor of any other accident of heredity; but it is a matter — and the truth, though a platitude, needs an occasional restatement, it is a matter of practice. The mastery of the working details of any art can be gained only in this way.

The statement of the topic implies two things: first, that many of our teachers are a more or less inefficient lot; and, second, that their improvement is conditioned on a set of reactions due to external stimuli.

In this discussion I shall take for granted that the teacher already in service was possessed at the beginning of her career of average capacity and attainments. Of course the teacher who has passed the period of probation without exhibiting promise, who has shown that she is possessed of a positive genius for missing the point, is impossible, and ought to be cut off without benefit of clergy. To be sure her official translation should be done with a due regard for the dictates of humanity, and the executive entrusted with this sad duty may well — I

think he usually does — pay, to the memory of her well-intentioned but misapplied efforts the tribute of a sigh, if not a tear. This discussion is not for her. But it is for her who is capable of good work, against whom is brought the indictment of unrealized or lessened efficiency.

Upon the superintendent more than upon any other agency depends the improvement of teachers after they have become members of his corps. And to this work he may well devote his supreme powers, for, next to the selection of teachers in the first place, no function of his office is of higher concern than the training of his corps to higher efficiency. On these two things, the selection and the training of teachers, hang all the law (and the prophets) of school progress. There are no good schools where there are no good teachers, and the presence of even one or two poor teachers in a building greatly reduces the quality of the school's educational output.

In a small city the superintendent finds it feasible to meet his teachers with such frequency, and to know them so well, that he may become a real minister, pedagogically speaking, to their spiritual needs. The first condition of helpfulness to his corps is the establishing of cordial relations on the basis of mutual respect and appreciation. When a superintendent loses the regard of his teachers for any cause whatever, just or unjust, though he be

an educational expert of the first rank, he loses likewise the opportunity and power to help them. In order that he may have this power he must needs be a man of broad and generous scholarship, of clear insight and wide vision, of technical proficiency in the teaching art, of abounding but well-tempered enthusiasm, of genuine sympathy, of transparent honesty, of a certain degree of personal magnetism, of a culture which "is to mere knowledge what manners are to a gentleman," and of a character like that of the Chevalier Bayard.

His teachers' meetings will be frequent and of many kinds. Sometimes the meeting will be a table-round where each shall take his part, and none shall be heart-sore because of precedence; sometimes it will be the lists where he who will may shiver a lance; sometimes, a forum for the full and formal discussion of educational creeds and doctrine; sometimes, a field of tactical review and maneuver; at other times, and oftenest, it will be the olive grove of Academus where all, superintendent and principals and teachers, go to school together.

However, this ought not to be the place, in spite of my figure, where things academic are learned. Not infrequently superintendents, either from a spirit of mistaken altruism, or because they are unable to conduct a better kind of teachers' meeting, form classes for the review of common branches to enable their teachers to pass forth-

coming examinations, or to win certificates of a higher grade. If this be not an actual perversion of the superintendent's office, it is, in my judgment, a work of supererogation.

The same objection, however, cannot be urged against his conducting classes of teachers in professional study, psychology, pedagogy, and history of education. Indeed, such classes are, without doubt, one of the best means at his command, not only for the mental enrichment of his teachers in educational theory and history, but also for training in sound thinking. Certain teachers there are in every corps who lack the scientific spirit. This spirit signifies the capacity for investigation, the love of truth for its own sake, its acceptance with joy and thanksgiving when found, and its immediate adoption as a rule of action. Now a teacher of this sort is usually willing enough to accept truth when she sees it, but usually it must be labeled and counter-signed by her superintendent, who, in her estimation perchance, is its very apotheosis; or, she must find it in the columns of the monthly device instructor for which she subscribed at the annual institute; or, possibly she may stumble across it in a book. She has also been ready, even eager, to adopt what she conceives to be truth as a rule of action, and her efforts to present it unalloyed and unabridged to her pupils in a shuttle-like rush of the daily program frequently results in peda-

gogical strabismus. Her sense of values is imperfect; perspective is wanting; her whole picture of educational work lacks depth. The training class affords opportunity to the superintendent to pursue with his teachers lines of investigation which will develop in them the power of constructive thinking. He may develop in them an unwillingness to accept the dicta of their calling from superintendent, or principal, or critic teacher, in any merely docile, unreasoning, or unreflective way; and this he can do without risk to the loyalty of his corps to their supervisors, for the last thing that any truth-loving superintendent wants is allegiance based on a czar-like domination. To us who are engaged in elementary and secondary education the word of all words should be the same word that is the open sesame of higher education, and that word is "truth." "*Veritas*" is the motto of Harvard; "*Lux et Veritas*" is the motto of Yale. On one of the Harvard gates is inscribed the command from the song of Isaiah, "Open ye the gates that the righteous nation which keepeth the truth may enter in;" and no better text can be taken by superintendent and teachers, as they study educational problems together, than "Ye shall know the truth, and the truth shall make you free."

In this connection due acknowledgment should be made of the great value of the state teachers' reading circles in the preparation

and improvement of teachers. Although these courses offer at times pretty strong meat for the babes in our calling, and, at other times, only a gruel-like decoction for those who have cut a full set of eye-teeth and molars; and, although the suspicion is not wanting that occasionally certain books have gotten on the list in queer fashion; yet, the movement as a whole has resulted in conspicuous benefit to teachers generally. It is worthy of confidence and acceptance. Superintendents commonly welcome it, wholly or in part, as a ready and valuable adjunct of teacher training.

Usually the superintendent's best work is done in meetings where the teachers of a single grade only are present; or, at most, the teachers of three consecutive grades when the special object is to have the teachers of one grade come into a fuller appreciation of the setting and sequence of their own work as related to the work of the grade above and the grade below. The grade meeting will be in the nature of a conference marked by free interchange of thought, by recital of experience, and by courteous suggestion of better plans and methods. Here the superintendent correlates educational doctrine with educational practice. Here he grants the largest liberty consistent with a logical plan of work; and thus, from a considerable number of teachers, temperamentally different, and hence differing in plans and methods, he secures not over-exact,

but essential uniformity. Here the course of study is discussed, and teachers are encouraged to make their contributions thereto; for a course of study is a composite thing which should be built up according to the principle of eclecticism from the best things which superintendent and principals and teachers alike may have to offer. A course of study thus constructed is a human document which may be inscribed with the utterance of Ulysses, as put in Tennyson's verse: "I am a part of all that I have met." The teacher who feels a kinship to this human document because of her own contribution to its existence, will experience a marvelously vitalizing influence in her own efforts to interpret it into the life of the school room.

The superintendent may be of very great aid to his teachers by class visitation and inspection. The negative of this proposition is also true. It is largely a matter of manner. It has been said that an experienced observer could tell in parliament which way the ministerial wind blew by noticing how Sir Robert Peel threw open the collar of his coat. A teacher needs not be very old nor very experienced to tell which way the executive wind is blowing when the superintendent visits her school. Woe betide her if it blows strongly and continuously from the east!

In a small city the superintendent is able to observe class room work so frequently as to gather an inti-

mate knowledge of the scholarship and working power of his teachers; here he notes those personal traits and habits which are the unerring indices of character; he discovers in the management of the school the presence or absence of right ideals and of correct educational philosophy; he makes a mental record of economic and of wasteful methods. And, in conference with the teacher afterwards, with patience and tactfulness he endeavors to correct whatever of faulty manner or method he may have observed. Of course he never criticizes her before the school; but the meed of praise which is her due, he may once in a while very properly utter in the presence of her pupils. His approval of good work is a powerful stimulus both to teacher and school. Often such a word of praise has created for the teacher a favorable sentiment when some antagonisms have arisen, and has enabled her to regain her lost hold. Often, by a judicious setting forth of her good qualities, he is able to turn from her the fire of adverse criticism from a hostile patron. But, whatever the nature of the superintendent's comment, if his praise be without fulsomeness and his criticism without carping, the teacher will respond with cordiality and gratitude.

The private interview, the so-called heart-to-heart talk, usually is a means of helpfulness to the perplexed or unenlightened teacher. Sometimes it isn't. Sometimes she

is past help; sometimes she is helplessly inept; and sometimes the superintendent is incapable of giving the help needed. But where normal conditions of stimulus and reaction exist, the applicant for counsel and guidance ordinarily leaves the office with clearer vision, stronger purpose, renewed courage, and increased devotion. Here the superintendent, oftener than anywhere else, reveals himself to his teachers as guide, philosopher, and friend. Once in a while, there is a bit of pedagogical surgery to do. The wise superintendent renders all the conditions beforehand as aseptic as possible, and then performs the operation with neatness and dispatch. Despite careful treatment afterwards, the unofficial records show that the fatalities are somewhat in excess of the survivals.

There are other ways in which the superintendent may help his teachers to a larger and more effective experience. Illustrative teaching is one — done either by himself, or by some skillful teacher before her associates of the same grade. The visiting of schools is another. Occasionally the principal of the building may take her room for an hour and allow her to slip into a room presided over by one of real teaching power. Once or twice a year, perhaps oftener in special instances, the superintendent ought to give her and her associates the opportunity to visit high grade schools in other cities; and this should be done without loss of pay. In Ohio



it is no infrequent occurrence for a superintendent to take his entire corps to Chicago for a two or three days' visit to the best schools of that city. Within recent years the Central Ohio Teachers' Association, having a membership of almost three thousand, has held three annual meetings outside of its own boundaries for the express purpose of enabling the teachers of Central Ohio, particularly the rank and file, to visit the schools of Cincinnati, Indianapolis and Cleveland. The experience is heartening. Teachers gain new ideals by seeing them applied. They come home after such a pilgrimage with something of the exaltation of a returned worshiper from a shrine. They may be slightly poorer in purse, but they are immeasurably richer in the things of the spirit.

The community also has its part in increasing the efficiency of its teachers. The methods which it may employ are, chiefly, two: First, the community may stand positively and aggressively for the highest ideals of education, and it may demand that those ideals be worked out in a highly effective way. It will insist upon competency in the teaching force, and, to this end, it will entrust to the educational expert at the head of the system all needed powers of appointment and removal. Teachers must grow; else they will not be tolerated. This is a fine example of the *argumentum ad hominem*.

Second. The community should

put a higher premium upon the life and service of the true teacher — the generous award of profound appreciation. Teaching needs more of abounding enthusiasm and more of the joy of living. But enthusiasm and joy are not engendered by the fear of dismissal, the apprehension of poverty, nor the consciousness of social inferiority. The marvel is that so much of sweetness and light are found in our schools at forty dollars a month, and that so many teachers keep sunny-tempered all their lives.

Of course the measure of a teacher's service cannot be made in dollars and cents; it transcends ordinary considerations of recompense. Teaching is indeed "the poorest of vocations but the noblest of arts;" and it is the nobleness of our calling that dignifies the contumely, the drudgery, and the sacrifice, and draws to it many of the finest natures that dwell below the skies. But it is also true that if the wage were less meager, the tenure more certain, and the social position of greater prestige, the new dignity, and the new joy, and the new opportunities which would be experienced by every teacher, would be speedily transmuted into superior service. The policy of the community towards its teachers ought to be one of such liberality as to encourage them to improve themselves in a broad way. There is no class of workers who can turn to such good account the results of travel, and good books, and lectures, and

concerts, as does the teacher; because everything which she assimilates in this way, she transmits to her pupils. A generous policy would also save her from the nervous strain due to over-crowded rooms, and from the brain-fag of countless reports and papers.

But after all is said and done, the final agency to be brought to bear on the teacher's improvement, is the teacher herself. The superintendent has rendered his best service to her when he has helped her find herself. He may disclose to her sources of power, but she must appropriate them; he may reveal to her the majesty of the child, but she must bow to it; he may inspire her with a love of truth, but she must enter upon its quest. Then, after she has come into a consciousness of larger life and power, when teaching has become an abiding joy, vastly different from the sputtering enthusiasm of earlier years, she, with every other sincere worker in whatever field of human endeavor, may find in Henry Van Dyke's lines a voice of yearning and content:

Let me but do my work from day  
to day

In field or forest, at the desk or  
loom,

In roaring market place or tran-  
quil room;

Let me but find it in my heart to  
say,

When vagrant wishes beckon me  
astray,

"This is my work; my blessing,  
not my doom.

Of all who live, I am the only one  
by whom

This work can best be done in the  
right way."

Then shall I see it not too great,  
nor small,

To suit my spirit and to prove my  
powers;

Then shall I cheerful greet the  
laboring hours,

And cheerful turn, when the long  
shadows fall

At eventide, to play and love and  
rest,

Because I know for me my work is  
best.

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### FRANCIS BACON.

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No attempt is made in this article to write a biographical sketch of Bacon. Such sketches are available on every hand. The purpose here is to inquire into the influence which the works of Bacon have had upon the progress of science.

Bacon lived a double life; that is, while he occupied high political position he was at the same time working out a grand plan, as he thought, for the advancement of learning and for making scientific research more profitable.

The busiest men in public and professional life often voluntarily assume additional work in a line which seems to be foreign to their life's work. At first thought this would appear to be a dissipation of effort, but experience shows that in most cases one line of work is a rest from the other and both are better done.

Busy men have often wished they had all their time to devote to some pet investigation, but when such wish has been granted their effort has relaxed and what they have produced has not been commensurate with their promises. It was while Bacon was at the height of his political power that he gave to the world his *novum organum* — the new plan.

Bacon had in his early years attended school at Cambridge and was very much displeased with the manner in which they attempted to arrive at new truth. The system of philosophy then in use was that of the philosopher Aristotle. It is known as the *deductive* system. It consisted of a great deal of discussion, argument and speculation, but made practically no effort to verify a truth by experiment. Truths of nature were settled by force of argument and logic rather than by an appeal to nature herself. If they wished, for example, to determine whether or not ice would preserve meat, instead of putting some meat into a refrigerator and noting the result, they would think the matter over or meet and

discuss the subject until they had arrived at some conclusion. Such a method of inquiry would certainly never be fruitful of results.

The *Baconian* or *inductive system*, on the other hand, pays little attention to opinions and speculations, and bases all scientific facts upon the most careful experimental tests.

Bacon, no doubt, deserves to be called the father of the inductive philosophy, though this method was in use before and during Bacon's time — about the middle of the 16th century. Many careful scientists were then working in accordance with the inductive system, but no one had as yet announced it as a system. Bacon expressed what many already felt and believed. He formulated a grand principle and announced it "from the hill-tops."

What Bacon meant to do, and what he did do, are two very different things. He aimed to build up a mechanical system which any man could use as a means of discovering great truths of science. He assumes that the method is everything and, if it is correct, one man can be a great discoverer as well as another. In this he made a great mistake and his plan is a complete failure. He was correct in his contention that man must come in close touch with nature to find out her truths, but he was entirely wrong in the method by which he would interrogate nature.

He would simply collect a number of similar phenomena, then find

the causes which were always present when the phenomena were observed, those apparent causes which were present in some instances but absent in others being eliminated. Thus by a process of selection and elimination he would deduce the true cause.

In fact, however, no great scientific discovery has ever been made in that way. The scientist is bound by no set rules or methods. Only a few men have ever made great discoveries in science, because only a few have had a keen scientific vision. They have been able to see and to act on hints which to others have seemed trivial.

Bacon himself never made any

discoveries in science. In fact he himself says that he only sounded the clarion and did not enter the battle. That Bacon did not comprehend the subject about which he wrote is shown by the fact that he did not even acquaint himself with the scientific knowledge which was established in his day, and did not appear to believe that mathematics was essential to the progress of science.

While the Baconian *method* has been doomed to complete failure, the Baconian *idea* — that of coming into close touch with nature and of submitting theories to rigid tests in the laboratory — has been a great boon to mankind.



# The Ohio Educational Monthly

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O. T. CORSON, EDITOR AND PROPRIETOR.

F. B. PEARSON, - MANAGING EDITOR.

## SUBSCRIPTION RATES.

Single subscriptions, *cash*, or subscriptions taken at the institutes, \$1.00 each. Single subscriptions, *time*, \$1.25. Subscriptions taken at the institutes and not paid before December 1, or within three months of date of institute, \$1.25 each. Cash renewals \$1.00. Time Renewals \$1.25. Single number 10 cents.

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THE MONTHLY is mailed the first week of each month. Any subscriber failing to receive a copy by the fifteenth should give notice promptly, and another will be sent. Any person wishing his address changed should send notice not later than the twenty-fifth of the month, and must give both the old and the new address.

NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES, BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE

NOW THAT the state meeting was made such a signal success, let us do equally well for the institute and the Reading Circle.

\* \* \*

THERE were 860 paid memberships at Put-in-Bay, as compared with 564 last year. That is a noble record and we are all glad.

\* \* \*

It is still a question whether they sit up in front because they are the leaders or become leaders by sitting

up in front. This is worth considering.

\* \* \*

WORK is the connecting link between the world of matter and the world of spirit and blessed the man or woman who connects these two worlds.

\* \* \*

HAD the teachers who are attending summer school heard the address of Dr. Brumbaugh at Put-in-Bay, they would have had occasion to congratulate themselves.

\* \* \*

THE scolding, rasping teacher should rinse the mouth with oil and then count ten before speaking -- providing the counting is done slowly.

\* \* \*

If the teachers of Ohio who do not subscribe for any educational paper in the state will try the MONTHLY for a year they'll feel better.

\* \* \*

AN increase of 300 members in one year at the state meeting speaks eloquently for the officers of the Association and for Ohio teachers as well.

\* \* \*

"RATIONAL Living," "American Literary Masters," and "Practical Agriculture" are the next items on the Ohio pedagogical bill of fare and they are all very palatable.

\* \* \*

LET us all try to help Brother Kershner along in his efforts to

make far more of the Pupils' Reading Course in Ohio. The institute instructors can do much if they will, and the teachers will readily respond to the call to duty.

\* \* \*

CARL SCHURZ once said, "Ideals are like stars; you will not succeed in touching them with your hands." Could they be touched with the hands they would be too near the ground for ideals.

\* \* \*

ASHTABULA, Clinton, Guernsey, Hancock, Highland, Lake and Lorain counties had no members of the Reading Circle last year. There were in all 8,594 members and it is too bad that these seven counties had no part in this good work.

\* \* \*

THE young teacher who will take the time to read carefully the MONTHLY for July will gain a knowledge of the educational spirit of Ohio that may have been unknown to him. It may seem dry but even dry stuff is used in producing heat and light.

\* \* \*

THE heartiest congratulations of the MONTHLY are extended to all those who merited and received a state certificate at the recent examination. The glory of this achievement lies not in the possession of this valuable document, but in the work of preparation.

\* \* \*

THE largely increased revenues of the State Association makes it possible for this body to enlarge its

sphere of activity looking toward the betterment of school conditions throughout our borders, and each membership fee helps this cause along.

\* \* \*

DR. BRUMBAUGH, in order to make more clear his emphasis upon thorough preparation as a condition precedent to promotion, related his own experience in resigning a \$1,400 position to go to college. Many people think they have reached the top when they are able to command such a salary. He didn't.

\* \* \*

THE MONTHLY is not as cheap as some other educational papers and we do not want it to be. If teachers want cheap papers there are plenty to be had. The *Atlantic Monthly* is not as cheap as the *Black Cat*, either. Every one is entitled to his choice.

\* \* \*

THE annual institute ought to do much for the teacher in helping him to see how he may best help himself and his school. It ought to give him a broader outlook upon professional life and stimulate him to greater and better service in his sphere of activity.

\* \* \*

THE young teacher will do well to get the educational leaders of his county and of the state acquainted with him and his work. He will want these leaders to recommend him for promotion some time and they can not do this unless they know him and his work.

TORONTO received thirty-two primary diplomas, the first and only ones ever issued in the Pupils' Reading Course. This goes to show what can be accomplished in a school if the superintendent has the qualities of leadership. The example of Supt. Mardis is worthy of imitation.

\* \* \*

THERE can be no doubt of the fact that the Put-in-Bay meeting was the best ever held in many important respects. The spirit of progress was manifest and the teachers of Ohio are evidently coming to realize the value to themselves and to the cause of this meeting.

\* \* \*

COLUMBIANA and Hocking counties each had two members in the Reading Circle last year. We should like to know the names of these four persons who thus heroically saved the good name of their counties and did the work of the Circle in the face of such adverse circumstances. They are worthy a place on the honor roll.

\* \* \*

TREASURER L. E. YORK thinks that very likely several names were omitted from the membership roll at Put-in-Bay. However, memberships cards were given to all and we shall be glad to have any whose names were omitted report the fact to the MONTHLY and we shall see that their names are added.

\* \* \*

WE shall have an agent at each of the county institutes and we be-

speak for them the same courteous treatment that has always been accorded the representatives of the MONTHLY. We shall be grateful, also, for any assistance that may be given these agents in their efforts to secure a long list of subscribers.

\* \* \*

THE prospective teacher has a pleasant week in store at the county institute if he comes with an open mind and a real burning desire to get the most out of it. He will find many kind people round about him who will be glad to give any information he may seek. These Ohio teachers are a goodly company and are glad to lend a helping hand.

\* \* \*

THE suggestion of President Thompson that a definite per cent. of the total revenues of the state be set apart for the support of the schools is worthy of careful consideration. It is possible that he is the Moses who will thus lead us out of the present wilderness into the promised land.

\* \* \*

THERE is a great opportunity for the leaders, in the seven counties that had no members in the Reading Circle last year, to rise to the occasion and redeem the situation. The cause is a worthy one and will certainly appeal to the progressive teachers in these localities. Let us all pull together and reach the ten thousand mark.

\* \* \*

THE law of compensation is always in force. He who expects to

get something for nothing is doomed to disappointment. If our salaries have been increased we shall be expected to give more and better service, and rightly so. To accept the salary without an adequate return would be manifest dishonesty.

\* \* \*

DR. BRUMBAUGH says a teacher in order to do his work well should be a good eater, a good sleeper, a good laugh, and a good storyteller, and there is a deal of good sense in this characterization. Let no one suppose, however, that the teacher should be a gourmand, a sluggard, or a buffoon. The teacher should be human and natural in order to secure the highest success.

\* \* \*

SOME people claim that they are too busy to do this or that, little thinking, perhaps, that those who have the most regular work to do are the very ones who are most often called upon for extra work. Moreover, these are the people who get most out of life and that for the very good reason that they put most into life. The horse that trots all day under a tree don't get to see much of the country.

\* \* \*

WE need 1,406 more members of the Reading Circle in order to reach the ten thousand mark for which the Board of Control has been striving. The books will cost but a pittance and if all the leaders in each county will only put their shoulders to the wheel the work will be done

so easily that it will cause us to wonder why it hadn't been done before.

\* \* \*

ABOUT the middle of June a prominent superintendent sent us twenty-three names for our subscription books and now his entire corps of teachers is enrolled as subscribers of the MONTHLY. We like to have it made unanimous in this style and mention this case as an illustration of what may be done, without giving offence, in the way of encouraging teachers to take a broader view of their work.

\* \* \*

A TEACHER can be judged by his choices and people are thus judging us all the while. They judge us by the book we have in our hands, by the periodical we are reading, by the language we use, by our topics of conversation, by the tone of voice we use, by our manner of sitting or walking, by our attitude toward our neighbors, and by our attitude toward our own work. We are on the witness stand for or against ourselves all the while whether we are conscious of it or not.

\* \* \*

THE Ohio teacher, upon his return home from summer school, will hold himself erect and manifest an exuberance of spirit that can come to those only who are conscious of having done something worthy. Of course there has been an outlay of money, but not one of these teachers would exchange the experience for the sum spent. They



have made a start in the right direction and progress will become their law of life.

\* \* \*

HOW TIRED some people must become of resting! To fold the hands and rock back and forth for a whole summer, with no interests beyond mere creature comforts — well, this is beautiful in the aged who have done their full assignment of work, but for young people it seems a violation of the law of being. Some means ought to be devised by which they can be jarred loose from their moorings to become a part of the pulsing life about them.

\* \* \*

MISS BETTIE A. DUTTON, of Cleveland, could not attend the Put-in-Bay meeting last year but, this year, she paid last year's membership and also this year's which gives her credit for twenty consecutive membership fees. This is a record that reflects great credit upon her and reveals a loyalty and professional zeal that are worthy of all praise and of imitation. Such professional spirit will manifest itself in all the teacher's work.

\* \* \*

A TOWNSHIP superintendent complains of his trouble in inducing his teachers to become readers of good literature. He says that text-books constitute the end and aim of their lucubrations. How these people expect to rise in the profession is past comprehension. If some one will propose a remedy for this malady we shall be glad to publish it for

the comfort of the superintendent and for the benefit of the teachers themselves.

\* \* \*

IT can be done without many words, but none the less effectively for the lack of words. Here is a description of the effect: "She never scolds; but the thermometer simply drops to freezing-point, and you feel like a poor little shivering crocus that has come up too soon, by mistake, to find the world covered with snow, and no hope of squeezing back into its own cosy warm bulb again."

\* \* \*

TWO YEARS ago an institute instructor watched the bearing of a young man during the whole week and came to believe in him implicitly. In addition to this he made diligent inquiry and had his own good opinion confirmed by the people who were conversant with the young man's work. A few weeks ago this same instructor assisted the same young man in his efforts for a better place. The young man will receive \$250 more salary next year.

\* \* \*

SOME one, suffering from enlargement of the imagination, reported not long since that the MONTHLY had been sold or absorbed or eclipsed or something else. We beg to say that none of these things has happened and we shall continue to do business at the old stand. There are plenty of purchasers, but the MONTHLY is not for sale, or trade, or rent. We shall

continue our efforts to have it worthily represent the highest and best educational interests of Ohio.

\* \* \*

HER voice is like rich cream, her laugh is like velvet, her movements are a poem, and her life is a benediction. She lives and works for others and she has due respect to herself that she may be and do what will be best for them. To her, cultivation of her own powers is a duty she owes to those about her as well as herself. She trains her body, her mind, and her spirit, that they may effectively and worthily express herself. This is her faith and this her practice.

\* \* \*

THE teacher who aspires to make the world better ought to work at the task in sections. The boy on the front seat in the school is one of these sections and a beginning may as well be made on him. If success attends the efforts here the sphere of activity can be safely enlarged. The work to be done first is the work lying nearest our hand and the salvation of the world can well wait while we are doing our best for the boy in the front seat.

\* \* \*

AN observant school man remarked that he dropped in at a county examination recently while the examiner was pronouncing the list in spelling and noticed that five or six of the words were flagrantly mispronounced. This is one of the disadvantages of the present system. No time is given the exam-

iner to look up pronunciations and it is really too much to expect the examiner to go over all the words in the dictionary the night before.

\* \* \*

HERE is a sentence from the paper read at Put-in-Bay by Supt. C. L. Cronebaugh which is worthy of being repeated many times: "Regularity and punctuality in attendance upon school duties, right habits of study and conduct, cheerful obedience to correct regulations and properly constituted authority, courtesy and refinement in speech and conduct toward others—these are the things that enter most vitally into the life of the learner and determine his future character and career."

\* \* \*

SUPT. J. M. GREENWOOD, of Kansas City, delivers a solar plexus blow as follows: "Teachers don't read. Teachers seldom look at anything except text-books. Teachers don't know very much. Teachers don't want to know about anything except the particular things they happen to be teaching. The narrowing effect of school teaching is something terrible to behold. No, sir, teachers who are in town are not doing hard work at all on their books. They seldom go near the library."

\* \* \*

It was evident at Put-in-Bay that superintendents who were casting about for teachers laid some emphasis upon personality. The certificate, of course, was taken for

granted. One superintendent remarked that the certificate counts about one-sixth. Ichabod Crane even with a state certificate could not easily secure a position in these latter days. Some people still fondly imagine that the certificate tells the whole story, but it doesn't. Our practice has outrun our theory. The school men want teachers with style, with personality either with or without a high-grade certificate.

\* \* \*

**MR. SUPERINTENDENT:** It is currently reported that some of the teachers of your corps do not subscribe for any educational periodical published in Ohio. If this report is true, how do you account for the fact? Are they indifferent to the trend of educational affairs in their own state? Don't they care about the movements that are on foot for bettering school conditions? If you were to suggest the matter to them, would they consider it an unwarrantable interference, or would they accept it gracefully and act upon the suggestion? How do you feel toward the teachers who do not keep pace with the progress of school matters in Ohio? Wouldn't they do even better work for an acquaintance with these matters? Can you not suggest some way of attaching these teachers to the "Ohio idea?"

\* \* \*

**THE** resignation of Commissioner of Education William T. Harris removes from the sphere of active work a man whose name will be

revered for the great good he has accomplished for the schools of America. A profound scholar, he has ever been a leader of educational thought and progress. Indeed, he has for years been the educational Nestor in our country and his wise counsels have wrought a potent influence across the seas. His work constitutes a monument more enduring than brass or marble. Our school system will continue to reveal the wisdom of his building and generations yet to come will have abundant occasion to call down benedictions upon him. We hope that many more years may be given him in which to enjoy the fruition of his hopes and unremitting labors.

\* \* \*

THERE were 213 high school diplomas and 695 elementary diplomas issued in connection with the Pupils' Reading course last year and only 31 counties represented. If the other 57 counties will only do as well next year this whole matter of pupils' reading will have been placed upon a better basis. It will pay every teacher in Ohio to look over the list of pupils' books again just to see how well selected they are. A careful survey of this list will give an impulse to every wide-awake teacher to set about organizing a pupils' circle in connection with school work. The reading itself will be valuable and, besides, this incidental feature will add to the interest of all school work and certainly redound to the teacher's

credit. With a pupils' circle in good working order the people will know that the teacher is alive.

\* \* \*

ONE of the choicest books that has ever been adopted for the Reading Circle is Vincent's "American Literary Masters." It concerns itself with literature and the masters in literature, while at the same time the book itself is literature. There is a charm and finish inherent in whatever Mr. Vincent writes that gives joy to the book-lover, and this latest book is no exception. The teacher who does not become fascinated in the first dozen pages must have been feeding on a strange literary diet. Here we have given something of the life, writings, and literary style of nineteen of the greatest among American writers. By the close of the next school year every teacher in Ohio ought to be well acquainted not only with this book but also with nineteen other books representing the best that have come to us from these American masters.

\* \* \*

THERE seems to be a disposition on the part of boards of education to eliminate the "dead ones" in the teaching forces, and we now take occasion to sound a note of warning. They will not see these words, for they do not read professional journals, but we hope some emissary of light will call attention to this paragraph that they may not be able to say they were not warned. They don't read professional literature;

they know nothing of Reading Circle work; they never attend summer school; they never go to Put-in-Bay; they never attend teachers' meetings; they never attended the institute till they were paid for doing so. Still, they have never raised a note of objection to more salary or a lengthened school year. Boards of education and superintendents take note of these things, and these are the very people whom they are beginning to style "dead timber" in connection with the suggestive expression, "lopping off."

\* \* \*

MISS MARGARET WATTERS, of Columbus, first graduated from high school, then from the Columbus Normal School, and then began teaching. While teaching she did advanced work in Latin, mathematics, history, and the like. In course of time she obtained leave of absence for college work and, in June, graduated from Ohio State University. In connection with her graduation she was elected to membership in the Phi Beta Kappa society, a most conspicuous honor. This record of work is given to show what is possible to a teacher who has clear vision and well-defined purpose, coupled with industry and perseverance. During these years of work other teachers quite as fortunately situated have not advanced a single inch. If they have moved at all the movement has been backward. Miss Watters' experience ought to prove instructive to

the self-satisfied person who draws a salary from school funds.

\* \* \*

WE hope none of the teachers in city schools will "shy" at the title of one of the books on the Reading Circle this year, "Practical Agriculture." Here is a book that gathers in concrete form much that we have been doing for several years under the head of "Nature Study" in our schools and no teacher in the city can afford to treat this book with indifference, unless she would discount her own nature study work in the past. We all need this kind of book and this is a good one of the kind. Time was when the country was looking toward the city; but, now, the city looks toward the country. We now have a practical farmer in the governor's chair and another as head of Ohio State University. In order that the children may do the right sort of nature study work the teachers must be informed on the subject and this book affords the best opportunity in this line the teachers have ever had.

\* \* \*

THE institute will furnish some information, to be sure, but that is not its chief function. That feature will be but incidental. The information is taken for granted by the instructors, since they naturally infer that the county examiners have tested that side of the teacher's fitness for the work. The institute strives to make teachers glad they have espoused the work of teaching as their profession and also to make

them eager to adorn the profession of their choice. The instructors strive all the while to stimulate the teachers to increased activity and zeal in their work and try to inculcate true professional spirit. They want to encourage every teacher to see to it that the school of tomorrow shall be better than the school of today. These instructors are in dead earnest even if they tell a story now and then. These stories serve to prepare the soil that the seed sown may take deeper root and spring up into more abundant life. The institute should be and is one of the most helpful agencies for the schools.

\* \* \*

THOSE who attended the Put-in-Bay meeting for the first time this year have now had time to think it over and we dare say not one of them has a pang of regret. They have entered into a larger conception of their duties as well as their privileges; they feel that they are a part of the influence that is making for better school conditions all over Ohio; they have the satisfaction of knowing that they have made a contribution to the fund that supports, in part, the educational machinery of Ohio; they heard the annual address by a man who has more than a national reputation and they know that they are bigger and better for hearing it; they have seen and become acquainted with many of the leaders in school affairs, both men and women; and they still feel the inspiration that

follows a worthy course of action. Of course, they don't regret going. They will go again.

\* \* \*

PRESIDENT HENRY CHURCHILL KING, of Oberlin College, has developed rapidly as a thinker and writer and now occupies an exalted position among the college presidents of America. Whenever he speaks he faces an audience that is measured by the capacity of the building, and whenever a new book issues from his pen it finds hosts of eager readers. His great book, "Rational Living," has been adopted as one of the books on the Reading Circle and a careful reading of this book will lead to a broader conception of the things we call life. It cannot be read at a single sitting and that is well. It is far too full of meat for that. It deserves not only a careful reading but also careful study. The young teacher who reads it with care will find himself carried into more spacious realms of thought, feeling, and action and will gain a larger view of himself and his work.

\* \* \*

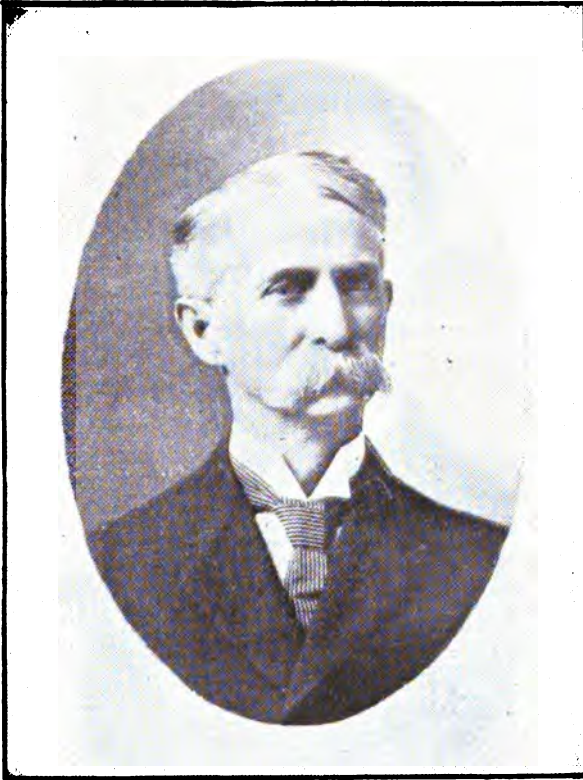
#### **SUPT. J. W. MACKINNON.**

Supt. J. W. MacKinnon, of Bellefontaine, has always lived out in the light of day and the sunlight and pure air have kept his heart young and his hand steady. His boyhood was passed on a farm in Logan county, and he ran the usual gamut that falls to the lot of a country boy, fitting himself for col-

lege in between crops. In 1874 he did three notable things: He graduated from Wittenberg College, was married to Miss Clara E. Wallace, a teacher, and began teaching school, and is still in good and regular standing in all three lines. For three years he was principal of the high school in Bellefontaine and in 1877 he became superintendent of schools at London, remaining in that position just twenty years. In 1897 he became superintendent at Middletown, where he remained three years, and was elected for two years more, but resigned to accept the superintendency at Bellefontaine. Hence, it will be seen that for twenty-nine years he has devoted his energies to the schools of two towns, Bellefontaine and London. He has served as county examiner twenty years and city examiner twenty-nine. He has been a member of the State Association 28 years and has very rarely missed a meeting, and has not missed a meeting of the Central Ohio Association since 1877. Last year he served as President of the Central Ohio Schoolmasters' Club, and is now President of the Wittenberg Alumni Association and also of the Logan County Chautauqua Association. His son, Lee W. MacKinnon, is superintendent of schools at Granville. The father and son have always been good friends—which is a great thing to say of both of them. Supt. MacKinnon is a Presbyterian, a Mason, and a Knight Templar. In whatever field he

works the high school becomes a prominent element, as he has the faculty of holding the young people in school. He is not spectacular, but he "knows a hawk from a hand-saw," no matter how the wind is blowing.

Supt. MacKinnon is a thorough student of current affairs and there is no school man in Ohio more thoroughly conversant with statecraft. Whatever he does he does well and every one who knows him knows him to be absolutely free from sham



J. W. MACKINNON

His home life is as nearly ideal as can be imagined. A little daughter, Helen, died some years ago at the age of four, but the child spirit seems to hover about that home chastening and brightening.

and pretense. He is genuine through and through and no one has ever applied the terms, *smooth*, *foxy*, *sleek*, and the like to him. His upright downright manhood constitutes his strength and Ohio is

the gainer by his presence. He was catalogued years ago and time only serves to make the label clearer. Happy the child that comes within the circle of his influence.

perintendent of schools of Cleveland. Supt. Elson is an Ohioan by birth and hence his advent is, in a sense, a home coming. He graduated from the University of Indiana



W. H. ELSON

**SUPT. W. H. ELSON.**

We esteem it a privilege and a pleasure to extend cordial greetings to Supt. W. H. Elson, the new su-

perintendent in Indianapolis. After in 1871. His first work as a superintendent was done at Laporte, Ind., and later he was district superintendent in Indianapolis. After



serving the State Normal School at Superior, Wisconsin, he was chosen superintendent at Grand Rapids, Mich. He is a man of positive convictions in school matters as well as others and has abundant courage behind his convictions. Mastery has become a habit with him, and he gives every promise of large success in his new position. The

benches made of slabs and punch-eons. In one of these Supt. Stutzman obtained the beginning of that which has developed and ripened into scholarship. With characteristic pluck and perseverance he worked his way through Mount Union College, where he graduated in 1871, and later received his degree of A. M. In his sophomore



A. B. STUTZMAN

**MONTHLY** extends to him a hearty welcome back to his native state and voices the sentiments of teachers all over Ohio in wishing for him a long and successful administration. \* \* \*

**SUPT. A. B. STUTZMAN.**

Once upon a time Wayne county, Ohio, had school-houses seated with

year he enlisted for service in the Civil War with the Army of the Potomac. He has now a certificate of thanks for his patriotic service in the valley of the Shenandoah and at the battles of Monocacy and Ft. Stevens. This certificate bears the signatures of Edwin M. Stanton and Abraham Lincoln. During his

military experience he kept up his studies at leisure times, especially in the languages, and among other achievements made a translation of the New Testament.

After graduation he took up the work of teaching, spending some time in the country schools. Then he taught in Smithville Academy, in the schools of Dalton, was superintendent at Doylestown and then at Wadsworth. While located at Wadsworth he was a member of the board of examiners of Medina county.

In 1878 he accepted the superintendency at Kent and has held this position for twenty-eight years with two years more to serve. In 1877 he was granted a high school life certificate. In addition to his work in the schools he took post-graduate work in the course provided by the University of Wooster and in 1888 was honored by that institution with the degree of Ph. D. He served as county examiner for fifteen years. He is a member of the G. A. R. and is frequently drafted into service for memorial addresses. Such, in brief, is the record of the educational career of a man who has stood at his post of duty now for twenty-eight years and seems good for as many more. In such a record there must be much reading between the lines in order to a full understanding of what it means. His face has ever been to the front, his heart has ever been full of sympathy for mankind and courage for duty, and his life has

ever been a witness to the truth that uprightness is worth while.

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#### **SUPT. F. S. COULTRAP.**

When, in 1875, Supt. Coultrap graduated from Ohio University, he little thought that he would return in a few years to become superintendent of the Athens schools. This event was an honor not to be lightly esteemed in that it showed that the people of Athens had watched the progress of the college graduate and had taken note of his success. After teaching two years at Wheelersburg he was elected superintendent at Nelsonville and in this position served the people with fidelity and consequent success until 1898, when he was elected to his present position. He is now serving his eleventh term as county school examiner and, as such, is the educational father of almost all the teachers in Athens county. For several years he has been a member of the Board of Control of the Ohio Teachers' Reading Circle and for years Athens county took precedence of all other counties in the state in the number of members in this organization. This was accomplished through the superb leadership and enthusiastic work of Supt. Coultrap. Last year the membership of the Circle in Athens county was exactly 500 and this is more than twice the number of teachers required for all the schools of the county. This is another way of saying that he enlisted the co-opera-

tion of many people outside the teaching profession. While he has been doing this noble service for the Reading Circle he has modestly kept himself in the back-ground and has often expressed the wish that every other county in the state would surpass the record of Athens.

He has the confidence and esteem of his people in a remarkable de-

tion and the teachers all the credit. A new \$60,000 school building is being erected on the old site, a beautiful hill in the central part of the city, and when completed will be one of the most imposing in Ohio.

Upon occasion Supt. Coultrap is an eloquent speaker, and never fails to win his audience by his earnestness. He is never obtrusive, but



F. S. COULTRAP

gree and that because he has been tested over and over again and never gave out a false note. School matters move forward with great smoothness, but the point to be noted is that they move forward, and for this forward movement Supt. Coultrap gives the Board of Educa-

tion and the teachers all the credit. A new \$60,000 school building is being erected on the old site, a beautiful hill in the central part of the city, and when completed will be one of the most imposing in Ohio. Upon occasion Supt. Coultrap is an eloquent speaker, and never fails to win his audience by his earnestness. He is never obtrusive, but even when he is silent you are conscious that he is present. He is a man of ideas and ideals. He "plans his work and works his plans," and, altogether, he is a man who inspires the younger teachers to do more and be more. Such a man is a blessing to any community.

## PUT-IN-BAY BREEZES.

— The unusually large attendance was enough to surprise "the oldest inhabitant" — Manager McCreary.

— As a presiding officer Dr. Thompson was *ne plus ultra, e pluribus unum*, and several other expressions in English.

— Supt. L. C. Dick had experience with the figure 8 that he will not forget. The trip was made *vi et armis* on the part of friends.

— Uncle John Weaver rose to the occasion nobly as a second edition of Hebe, cup-bearer of the gods. They don't lose your Uncle John.

— Miss Emma Rowley and Miss Priscilla Barnes came all the way from Pomeroy just to see to it that Meigs was well represented.

— Supt. L. E. York was kept busy writing cards and caring for the dollars. Mrs. York nobly assisted in this work.

— Supt. C. L. Van Cleve in his speech on "Graft" furnished the colored lights before the curtain fell.

— Miss Lura B. Kean has attended the meetings faithfully for years. No wonder she was elected to office.

— Cincinnati did herself proud. Those are enterprising people down that way. They believe in the State Association and bring a large delegation.

— Supt. E. M. Van Cleve, of Steubenville, brought over fifty dollars in membership fees from his teachers. He'll do.

— Supts. Wm. McClain, of London, and J. G. Leland, of Mt. Vernon, attended for the first time, and are now thoroughly inoculated.

— The membership was practically 300 more than last year. Only 144 more for next year and the one thousand mark will be reached.

— And Gantvoort! The unique, the inimitable, the whole-souled, the musical Gantvoort! May he live a thousand years!

— The portrait of Supt. W. W. Ross on the stage exerted a benign influence upon the meeting and caused many to think if not to speak.

— Hon. L. D. Bonebrake was present a part of the time to quaff again the cup of joy as of yore.

— The address of Dr. Brumbaugh was the *piece de resistance*. It was worth more than the trip cost and will bear rich fruit for many a day in Ohio.

— The dining-room represented a continuous performance, but the crowd was always good-natured and the tips quite generous.

— The man in the moon was present as usual and smiled down benignly upon the pedagogic hosts from his exalted place in the dining-room.

—Everybody was eager to learn what those packages were that Supt. Hard carried so gingerly in their casings of fluted brown paper.

—The ladies had such a delightful time! And the book men were so attentive! Ah, the beauty and chivalry that responded to the music!

—Supt. H. W. Elson, of Cleveland acquitted himself well in running the gauntlet. He's now a full member in good and regular standing.

—Mr. Arthur Bellingham, of Mansfield, won honors galore with his singing and everybody hopes to hear him again next year.

—The twins, Wilkinson and Dick, of District No. 13, made a great hit. In size they average well, and in forensic ability they loom luminously.

—Manager McCreary was simply paralyzed. He didn't know that there were so many teachers in Ohio. He'll know better next year.

—Baxter's Hen was a bird. Canton now has something to crow about. That essay will be traveling up and down the state all summer.

—Faust can draw other things besides his breath and his salary. He's destined to make a name for himself and for District 13.

—Those who couldn't get a room with bath just took a slide down the chute into the swimming pool and did their kicking there.

—The Goslings sing better as they shed their pin feathers and approach the age of dignified Geese. The music was better than ever before.

—When Frank R. Ellis was rendering his anthem Dr. Burns kept time with his whole being. He evidently enjoys good music.

—Prof. Glover, of Akron, and Miss Seubert, of Toledo, contributed greatly to the enjoyment of all lovers of artistic music.

—Speaking of music, Supt. P. D. Amstutz, alias "Pete," did himself proud in his yodling. That was a brand-new feature and won the crowd.

—The science people had a glorious time botanizing, geologizing, ornithologizing, and fraternizing.

—Employing teachers was one of the side-issues that proved very attractive. There were many vacancies filled between sessions.

—Dr. Brumbaugh's problem: "If it takes two men to start a Pennsylvania Dutchman talking, how many will it take to stop him?"

—When we finally got order the gasoline was turned on and the smoke went up the chimney just the same.

—Ira Painter will need to practice rapid writing in order to record the members next year. But possibly the superintendents will collect in advance.

— The progress we are making latterly in attendance illustrates the principle of uniformly accelerated motion. Let it accelerate.

— Mrs. E. M. Van Cleve must have suggested the caption for the program of exercises on Tuesday evening, "Sweetness and Light."

— Leon and Robert Miller came over from Lima to act as a body-guard to their father, Dr. C. C., and help with the luggage.

— Some who went out boating came back with the solemn report that the whole country had gone wet.

— Supt. J. G. Leland was mistaken for President Thwing several times. That is a good joke on somebody.

— Next year we ought to have a game of ball. The line-up on one side would be Dyer, Humphrey, Wilkinson, Moore, Carr (J. M.), Frederick, Shroyer, Kinnison and Harlor; and, on the other side, Shawan, Lyons, Vance, Eagleson, Silverthorn, Avery, Carr (J. W.), Porter, and Cox. Simkins and Dick can carry water.

— All the counties were there this time but Carroll, Gallia, Holmes, Monroe, Perry, Pike, Scioto, Vinton, and Wyandot. This is a gain of seven counties over last year and it will thus be seen that we are getting on. It will be interesting to read again the membership roll in the July number of the

MONTHLY just to see what counties sent the large delegations.

— The lone stars this year were Supt. H. E. Denig from Adams, Supt. H. W. Paxton from Clermont, Supt. H. L. Frank from Marion, Supt. J. B. Conard, Morgan; Supt. J. E. Clark, Noble; Supt. J. H. Finley, Paulding, and J. M. Yarnell, Coshocton. We have not counted, but indications seem to point to Franklin as the banner county. Well, Supt. Shawan is able to carry a banner and would enjoy it, too.

— The double-headers were Ashland, represented by Supt. E. P. Dean and Supt. C. W. Hopper; Athens, by Dean Williams and Miss Zella Foster; Brown, by Supt. A. F. Waters and Supt. E. W. Stephan; Defiance, by Supt. F. E. Reynolds and Dr. J. J. Burns; Fairfield, by Miss Mabel Curtis and Supt. H. V. Merrick; Fayette, by Supt. J. T. Tuttle and Miss Susan Cockerill; Geauga, by Supt. L. Virgil Mills and Supt. W. R. Davis; Guernsey, by Supt. H. Z. Hobson and Hugh R. Smith; Harrison, by Leroy Patton and Charles F. Barnes; Highland by Mrs. A. I. McVey (wonder how she got lost from her husband) and Mrs. Ann Hughes Marks (who never gets lost though her trunk does); Hocking, Supt. H. T. Silverthorn and Supt. H. B. Shaal; Jackson, by Supt. J. E. Kinnison and Prin. M. A. Henson; Lawrence, by Supt. S. P. Humphrey and Prin. T. H. Win-

ters; Logan, by Supt. J. W. MacKinnon and Miss Nellie Huston; Morrow, by Supt. F. H. Flickinger and Supt. L. K. Wornstaff; Putnam, by Supt. G. J. Keinath and Supt. P. D. Amstutz; Van Wert, by Supt. J. P. Sharkey and Prin. J. I. Miller; Williams, by Supt. J. W. Wyandt and Supt. T. G. Pasco.

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**EDUCATIONAL NEWS.**

— The vacancy caused by Supt. W. H. Elson at Grand Rapids has been filled by the election of Wm. H. Greeson, Dean of Lewis Institute, Chicago.

— Supt. E. M. Van Cleve, Mrs. Van Cleve, and their little daughter made an extended trip around the lake country after the meeting at Put-in-Bay.

— Supt. R. E. Rayman sent out 8,000 programs of the Put-in-Bay meeting and very logically infers that this plan helped very materially to increase the attendance.

— Supt. John E. Morris, of Alliance, has served his people well and faithfully for fourteen years and has two more years to serve. He has just issued a new course of study for the high school and we are glad to note that he has algebra in the business course. Last year the high school enrolled 204 and the total enrollment exceeded that of the previous year by about 500. Supt. Morris is always sane and right and, therefore, always safe.

— After a very successful experience as principal of the Camden high school, L. D. Brouse has resigned to accept a better salary as principal of the West Elkton schools.

— Dr. Edwin Earle Sparks, Prin. Harlan E. Hall of Mansfield, Supt. J. W. MacKinnon of Bellefontaine, and Supt. I. N. Keyser of Urbana are a few of the instructors in the summer term of Lima College.

— At the close of the Put-in-Bay meeting the new executive committee organized by the choice of Supt. J. V. McMillan to be chairman, and Supt. Edward M. Van Cleve secretary.

— Miss Irma Wilson, who is now studying at Wooster, was chosen to a position in the Lakewood schools July 4, and will make a strong addition to a strong corps.

— M. L. Fluckey, last year teacher of science in the Bowling Green high school, has been elected to a similar position in the Wooster schools for the coming year.

— Supt. C. L. Van Cleve gave a delightful lecture June 30 before the Wooster Summer School on *The Growing Boy*.

— Miss Carrie Shriber, Wooster, '06, was the successful applicant for the principalship at Carrollton at \$70.

— The summer term at the National Normal University witnessed an increase of 170 students over

and above the number already in attendance. The entire enrollment exceeds 400 students.

— Prin. Geo. C. Dietrich, of the Sandusky high school, has been appointed to membership on the board of county examiners in Erie county.

— J. H. Snyder, of the School Commissioner's office, delivered the address before the 88 Patterson graduates in Madison county, June 30.

— Supt. L. E. York, of Barnesville, attended the summer school at Ohio State for a few weeks after his strenuous work at Put-in-Bay.

— August 15th has been marked in red ink as indicating the date of the annual "doings" in connection with the institute in Madison county.

— Supt. F. E. Reynolds, of Defiance, and Prin. O. P. Voorhees, of

Cincinnati, the new members of the executive committee of the State



O. P. VOORHEES

Association, are the right sort and will work continuously for the success of the Association.

—A. L. Gebhard, formerly superintendent at Ottawa, who graduated from Yale in June, will teach in East High School, Columbus, next year.

—Miss Ina Ockerman, daughter of Supt. J. E. Ockerman, of Lakeside, has accepted a position as teacher of English and literature in the Shelby high school at a salary of \$60 per month.

—L. O. Lantis has resigned his position in Miami University to become head of the department of history in North High School, Columbus.

—Miss Laura Tressel has re-



F. E. REYNOLDS



signed her position in the high school in Parkersburg to accept a position in Columbus so as to be with her mother.

— Edmund Vance Cooke says it thus:

Here's a motto, just your fit —

Laugh a little bit;

Keep your face with sunshine lit,

Laugh a little bit.

Little ills will sure betide you,

Fortune may not sit beside you,

Men may mock and fame deride  
you,

But you'll mind them not a whit

If you have the grit and wit

Just to laugh a little bit.

— Ohio University summer school had enrolled 636 students July 2, and the number has reached nearly if not quite the 700 mark.

— Miss Jennie F. Dowd, of McArthur, has been appointed to membership on the board of county examiners for the full term of three years as the successor of M. F. Smith.

— Orrin E. Pore, a graduate of Wooster, has been elected to the superintendency of Milford Center.

— E. A. Seibert has been elected principal of the high school at Fremont and Harvey Brugger teacher of science.

— W. D. Ross has been appointed county examiner in Sandusky county to succeed his father, and W. O. Smith to succeed Miss E. L. Otis.

— Salaries have been raised in Newark pretty generally. Supt. J. D. Simkins will receive \$2,200 next year.

— Supt. W. N. Beetham, of Carrollton, is teaching in the Wooster summer school, as he has gone for several vacations.

— Prin. J. M. Gordon has been promoted to the superintendency of schools at New Lexington.

— Miss Zella Foster, principal of the high school at Athens, is spending her vacation at Point Rock, Meigs county.

— Clinton Laughlin, of Wooster, has been elected teacher of Latin in the Cadiz high school.

— Supt. A. B. Gates, of Welshfield, who is teaching in Wooster summer school, has just resigned to accept a position in the Lakewood high school. Supt. Frederick is to be congratulated on securing such a man.

— Charles A. Helm, last year in the high school at Cuyahoga Falls, was elected July 3 to the principalship of the Bellville schools at \$70.

— A. B. Lynn, of Flushing, has been elected superintendent at Somerton. He is one of the coming young men in eastern Ohio.

— Supt. J. D. Simkins, of Newark, delivered the address at the Fairfield county commencement at the Lancaster grounds June 30 and, of course, did justice to the fine din-

ner the ladies always serve, bless 'em!

— Prof. W. W. Boyd, of Ohio State University, has written "The Government and Civil Institutions of Ohio," which is published by Silver, Burdett & Co. The book is thoroughly up to date, is written in good style, and will be found a valuable book for the home as well as the school.

— Western Reserve University has received \$100,000 as the memorial fund to perpetuate the name of the late M. A. Hanna.

— Supt. D. L. Hines, of Madison Tp., Pickaway Co. schools, rejoices in the fact that his high school has been placed on the recognized list by O. S. U. He is attending school at Ohio University to fit himself better for the new conditions.

— E. W. Struggles, teacher of Latin in the Middletown high school, was given his A. M. degree by Ohio Wesleyan in June for work done in course in history and sociology.

— Dr. Martin G. Brumbaugh assumed control as superintendent of the Philadelphia schools July 2. His salary is \$7,500.

— Miss Ella D. Howe, of Granville, has been elected to do work in third grade at Mt. Vernon at \$500.

— Prin. Ira C. Painter, of Sidney, has been elected principal of the Zanesville high school at \$1,450.

— F. D. Cockins, who has been teaching in the high school at Painesville, has been elected science teacher in the East Liverpool high school at \$100 a month.

— Harry L. Bland, of Galion, has been elected teacher of music in the Barnesville schools at \$80 a month.

— Supt. Frank Timmons, of Conover, has been elected superintendent at Batavia at \$1,100.

— Cary Heath, of East Liberty, has been elected to a position in grammar grade work at Bellefontaine.

— Lee A. Dollinger has been promoted to the principalship of the Sidney high school and will prove a worthy successor to Prin. Ira Painter.

— Fred Smith, of Piqua, has been elected to a position in the high school at Zanesville.

— The new teachers in the grades at Bellefontaine are Misses Annie Aikin, Inez Richeson, Lulu Morgan and Effie Notestine.

— W. F. Baird, of the Hillsboro high school, has been promoted to the principalship of that school at \$1,000.

— Supt. J. W. Swartz, of Parkersburg, was the recipient of a large and beautiful floral piece at commencement in recognition of his great work for the schools.

— Geo. E. Wulfing, of Bluffton, has been elected manual training teacher at Parkersburg at \$1,200.

— Prin. Harry Paxton, of Martins Ferry high school, has been elected superintendent at South Charleston. He served two terms in the legislature from Clermont county.

— H. L. Eby, who has been attending school at Lebanon the past year, has been elected superintendent at Bellevue, Ky.

— Prin. O. C. Hursch, of the Cardington high school, has been elected to a similar position at Martins Ferry.

— Miss Matilda McCoy, of the Sidney high school, was elected at Lima and then the Sidney board of education increased her salary. So she remains at Sidney.

— Supt. F. W. Wenner, of Martins Ferry, and family are spending the vacation with his two brothers in Oklahoma.

— Miss Bessie Thompson, daughter of Dr. W. O. Thompson, has been elected teacher of domestic science at Dayton. She graduated from Ohio State University in June.

— Prin. H. F. Vallance, of the Plain City high school, has declined a re-election and has removed to Columbus in order to study at Ohio State University the coming year.

— Miss Gertrude Laughlin, Wooster, '03, of the Cumberland, W. Va. high school, has just been elected teacher of English in the East Liverpool schools.

— Lewis A. Herdle, of Clifton, Summit Co., has been elected principal of No. 2 School at Alliance at \$650. He has had five years of successful experience and recently graduated in the classical course at Mount Union College.

— Lima College enrolled 325 in the summer term, including many superintendents, 12 who hold State certificates, 10 county examiners. Of these students O. E. Duff, S. T. McArtor, J. H. Calhoun, Clyde V. Snyder, C. D. Steiner and J. L. Steiner were granted life certificates at the recent examination at Sandusky.

— Ohio University celebrated the Fourth in the good old way. There was good music, both vocal and instrumental, and addresses by Hon. Albert Douglass, Hon. E. A. Jones, Hon. Carmi Thompson, and Hon. Nelson Williams.

— Miss Augusta Connolley, of Columbus, a graduate of Ohio State University, who has been teaching in Iowa for three years, goes into the Steubenville high school to teach German and English. She secured the position by going to Put-in-Bay.

— From the recent graduating class at Wooster J. O. Warner will go to the Sandwich Islands to teach in a boys' school on Hilo; Miss Edith Sloane has accepted a position as principal in a mission school in Porto Rico; Miss Grace Lucas will teach in a school in northern China; Charles Rice has accepted

a position on the faculty in the Christian college in Lahore, India; Miss Annie Dinsmore has accepted a position in a boys' school in Assuit, Egypt, and will sail July 24th.

— Prin. H. E. Giles, of Kenton, has resigned his work there to accept the superintendency at Kewanee, Ill., at a salary of \$1,200, with an increase of \$100 each year for a term of years. Mr. Giles is teaching this summer at Wooster.

— Supt. J. E. Clark, of Scio, has been elected superintendent at Caldwell.

— The Martins Ferry board of education increased the salaries of teachers five dollars a month all along the line.

— Prin. J. H. Bowen, of the Mechanicsburg high school, has been promoted to the superintendency to succeed Supt. C. C. Kohl, who goes to the University of New York to complete his college work.

— Supt. and Mrs. A. I. McVey, of Blanchester, have been making an extended trip on the Great Lakes to celebrate the State certificate.

— Mrs. McCullough, of Muskingum, will have the work in general history in the East Liverpool high school next year *vice* Miss Elma G. Martin, who takes a year's leave of absence for special work.

— E. J. Rodeheffer, of New Knoxville, has been elected assistant in the high school at New Bremen.

— Miss Nora Campbell, a graduate of Ohio State University, has been elected teacher of domestic science at Parkersburg at \$75 a month.

— E. L. Dumaree, of Athens, has been elected to a ward principalship at Martins Ferry.

— The increase in salaries at Parkersburg will increase the payroll next year about \$6,000. Some teachers will receive \$150 increase.

— Supt. W. H. Richardson, of Mineral City, has been elected superintendent at Columbiana.

— W. H. Altamer, Middletown, re-elected at increased salary; received A. M. degree from Miami University June 14; state certificate in June; doing advanced work in Columbia. Fine record!

— Dr. Edward F. Bigelow, of Stamford, Conn., filled a week's engagement at Wooster, July 4-7, with his old-time vigor. This is a recall from his last summer's engagement there.

— O. L. Carter, a Wooster student, has been elected superintendent of schools at East Mecca.

— Miss Kate Jameson goes from Perrysburg to the Akron high school to teach German. She has been studying in Europe for more than a year.

— Valparaiso University is making great strides in the way of improvement this year. It has changed the length of the terms from ten

to twelve weeks each. This, we think, is a splendid movement and will add to the strength of all the departments of the school, and also to the well-earned reputation of the school for doing the highest grade of work. The increasing attendance has created a demand for more room. The school already has splendid buildings and equipments, but it is erecting this summer a new building for the medical department, which will also contain additional rooms for science work. Then the new music hall will have twice the capacity of the former building and the new dormitory will be an up-to-date building in every respect. It will contain 132 rooms. It will be heated by steam, lighted by gas and electricity and will have hot and cold water in every room. This together with the new dining hall already completed will put the school in splendid shape for accommodating the students the coming year. This institution deserves its patronage, because it gives to young people the advantages of the high-priced schools at an expense that can be met by all. The autumn term will open September 4th.

— Supt. C. H. Lake has declined a re-election at Alexandria with an increase of \$200 to the salary in order to complete his college course at Denison University. Verily, such a spirit will receive due reward.

— Grover Kreglow is spending the summer at Chicago University and at the opening of next term

will be duly installed as professor of Natural Science at Ohio Northern University, Ada.

— Wooster Summer School opened with an enrollment of more than one hundred more than on the opening day last year. The total attendance promises to pass the 700 mark by a good margin. Among the new departments proving popular is the work in domestic science under direction of Prof. F. A. Schell; the laboratory is taxed to its capacity.

— Charles F. Limbach, principal of the Crestline schools, has been elected superintendent at New Bremen at a salary of \$1,000. He graduated from Wooster in 1905.

— Supt. A. C. Alleshouse, of Kelley's Island, has been making the acquaintance of his little daughter, Lucile Margaret, during vacation, teaching her the elements of English and explaining to her the virtues of a rattle-box.

— The following teachers have been added to the corps in the elementary grades at Akron: Louise Schuereman, Port Clinton, O.; Bertha Shannon, Franklin, Pa.; Elma Hills, Huron, O.; Mabelle Earle, Bessemer, Mich.; Cora Covey, Chagrin Falls, O.; Evelyn Clark, Cuyahoga Falls, O.; Cora M. Carter, Uniontown, O.; May Fuller, Calumet, Mich.; Ethel Henderson, Salineville, O.; Corinne Johnson, Brooksville, Pa.; Clare Vaughan, Sault Ste. Marie, Mich.

— Dr. E. M. Craig, who graduated from the Miami Medical College, Cincinnati, June 1, has been highly honored by receiving an invitation to become a member of the faculty of that institution. He will teach osteology and be demonstrator of anatomy. In practice he will

— Misses Alice Hare, Maud Flynn, Ida Feiel, and Anna Karger, of Columbus, spent several weeks of vacation in a trip through the St. Lawrence country, visiting Quebec, Boston and other large cities as well as the New England mountains.



DR. E. M. CRAIG.

be associated with his brother-in-law, Dr. Cadwallader, at Norwood.

— E. B. Stevens, Ohio State University Editor, will have charge of the work in English at the Y. M. C. A. evening school, Columbus, the coming year.

— Miss Luella Correll, of Wooster, has been elected to a good position in the high school in Owensboro, Ky., to succeed Miss Carrie Crowl, who resigns for a year's rest.

— W. R. Kersey and Geo. W.

Tooill conducted a summer term at North High School, Columbus, for six weeks, "just to pass the time away."

— Supt. Lewis F. Hale, of West Liberty, has been re-elected for two years at a salary of \$100 per month.

— Supt. S. H. Layton, of Fostoria, delivered an excellent address at the Patterson commencement of Seneca county at Tiffin, June 16.

— Supt. C. A. Wilson, of Carthage, gave his people a noble list of school affairs during the week of June 11, culminating in commencement June 15, when Dr. Guy P. Benton gave the address. Supt. J. W. Jones, of Columbus, gave the address at Parents' Day, June 14. There was a very elaborate and excellent exhibit of school work which attracted Supt. S. T. Dial and all his teachers over from Lockland.

— Prin. E. A. Bell, of the West Liberty high school, has been re-elected and his salary increased from \$55 to \$65 per month.

— Dr. Frank W. Gunsaulus, of Chicago, delivered one of his noble addresses at the commencement of Lima College, June 8.

— A publishing house that has Bunyan's *Pilgrim's Progress* on its list recently received a letter addressed "Dear Mr. Bunyan," and asking for a copy of *Pilgrim's Progress* for examination with a view to introduction.

— Dr. Alston Ellis delivered the

Patterson address before the graduates of Morgan county at McConnelsville on the afternoon of July 14.

— Supt. J. I. Hatfield, of Milford, has been elected superintendent at Oxford.

— Wm. Phebus, a recent graduate of Miami University, enters the Piqua high school as teacher of science. He is assistant in physics in the Miami summer school.

— Miss Edith C. Williams, who has been elected to a position in the Steubenville schools, was educated in Nebraska through high school and normal training school.

— Miss Mary Doherty has started a new private school in Cincinnati. It is to be called The College Preparatory School for Girls. Miss Doherty's long connection with the Collegiate School for Girls in Cincinnati, in joint principalship with Miss Maria Collins, insures the success of the new school. Miss Collins will now be sole principal of the Collegiate School for Girls.

— Supt. Simeon H. Bing, of Bidwell, has been re-elected with a handsome increase in salary. He is one of the instructors in the summer term at Rio Grande College.

— Rio Grande College has enjoyed one of the best years of its history. The summer term now in progress has a larger enrollment than last year and the school spirit is high.

— Mr. J. B. Davis, who recently graduated from Rio Grande College, has been elected to a position in that institution. Miss Edith Ward, of the same class, goes to East Liverpool to fill a position in the grade work.

— Supt. S. M. Sark, of Derby, has been re-elected and his salary increased, as was natural.

— The following teachers of West Liberty have been re-elected: Arthur Woodard, Mrs. Gertrude Boutrager, Miss Blanche Thomas and Miss Amelia Taylor.

— The Dayton Board of Education have increased the salary of Supt. J. W. Carr to \$4,500 — and not a dissenting vote.

— Franklin county graduated 157 Boxwell pupils June 21. Addresses were made by Judge S. L. Black and O. T. Corson and Dr. Darlington J. Snyder presented the diplomas.

— The Elyria graduating class gave a representation of a session of the House of Representatives as one feature of commencement exercise. Miss Sears and Miss Naylor trained the boys and did it most successfully.

— Dr. Theo. B. Noss, president of the California (Pa.) State Normal School, and his family will spend the coming year in Europe and Dr. Charles McMurry will be acting principal. Dr. Noss will devote the time to studying school conditions in France and Germany.

— The following new teachers have been elected in Steubenville: Miss Helen Cox, Miss Florence Taylor, Miss Edith C. Williams, Miss Mary Spencer, Mrs. S. A. Godfrey, Mrs. Minnie W. Gardy, Miss Bertha Egan, and G. L. Ely, principal in Middletown.

— Prof. P. M. Pearson, editor of *Talent*, has republished his delightful article on Paul Laurence Dunbar in the form of an elegant booklet, handsomely printed, and containing a picture of Dunbar and six of his choice poems. The proceeds will be devoted to a Dunbar memorial at Dayton. For full information address *Talent*, 29 S 7th St., Philadelphia.

— Mrs. Minnie W. Gardy, who has taught for several years in Harrison county and Uhrichsville, has been elected to a position in Steubenville.

— Of the 11 N. N. U. men who entered senior year at Yale University last fall, ten have made honor standing. • Messrs. A. L. Gebhard, of Ottawa; E. P. Tice and John W. Richards, of New Vienna, O., were among these. John W. Richards was elected to an instructorship in English at Hotchkiss School, Lakeville, Conn., at a salary of \$1,600.00.

— F. E. Kirk, a former teacher and now merchant and Township Clerk, conducted the Patterson commencement of Union township, Licking county, in a most successful manner at Hebron, July 5.



—Supt. J. E. Ockerman, after a successful term of seven years as superintendent of schools at Lakeside, has accepted the superintendency of the Woodville, O., schools at a salary of \$900. As an evidence of the high esteem in which the teachers of Ottawa county hold Supt. Ockerman, he is serving his fourth year as the president of the Ottawa Co. Teachers' Institute. Under the supervision of Supt. Ockerman, the Lakeside high school has advanced to a school of the first grade, and has been put on the "accredited" list by the Ohio State University. Woodville has certainly made no mistake in calling him to her schools.

—J. M. Carr, formerly superintendent at Cambridge, has been elected to the superintendency at Barberton.

—Supt. Philip E. Ward, of Mentor, has been re-elected and the salary substantially increased.

—Supt. W. T. Trump, of South Charleston, has been elected superintendent at Miamisburg and he is a worthy successor of Supt. Vance, who goes to Delaware.

—Supt. Geo. C. Maurer and Prin. Geo. A. Wyley, of New Philadelphia, have been re-elected as a matter of course.

—Supt. A. H. Vernon, of Roseville, has been elected superintendent at Shawnee at a salary of \$900.

—The Mt. Vernon Board of Education have increased the sal-

aries of the teachers all along the line \$100 a year, and everybody is satisfied.

—Supt. L. E. York, of Barnesville, delivered commencement addresses at Beallsville, Powhatan, Canal Dover, Washington and Somerton.

—Prin. E. F. Crites, of the Kenmore high school, after three years of excellent service has resigned to accept a position in the People's Savings Bank of Barberton.

—Miss Mabel Curtis has been re-elected to her position in the Lancaster high school with a good increase of salary.

—C. H. Teach, of New Carlisle, has been elected superintendent of the Wayne township, Champaign Co., schools at \$80 per month.

—Miss Mary Grennan, teacher in the Miamisburg high school, has been elected principal of the high school at Oxford.

—Recent movements in behalf of the National Normal University have succeeded in entirely freeing the institution from debt, and purchasing a site of 40 acres of land on the northeast of Lebanon for a new site. The school is to be re-located out of the center of town, suitable campus laid out, and new buildings erected. It is significant of the spirit that prevails, that the student body, at a recent mass-meeting, raised \$1,200 as their contribution to the good work that is going on.

— Miss Helena Cox, a successful teacher of New Cumberland, W. Va., will teach the new grammar school in the new high school building at Steubenville.

— C. A. Argenbright, who recently graduated from Miami University, has been elected superintendent at Bluffton.

— Supt. W. C. Coleman, of Rosewood, has been re-elected and the salary increased to \$75 per month. He is proving himself a pronounced success.

— Supt. D. C. Bryant, of St. Paris, graduated a class of five and promoted a very large class from the eighth grade to the high school.

— M. M. Brown, of Athens, has been elected to the principalship of the Kenmore high school at \$77 per month for nine months.

— Supt. S. S. Simpson, of Caledonia, graduated a class of ten, making fifty-two in all during his six years' work. Needless to say, he has been re-elected.

— Supt. E. H. Baldrige, of Peebles, attended the Put-in-Bay meeting last year, representing Adams Co., and should have been named among the heroes in our issue for June. Hope he'll forgive the omission.

— Supt. A. L. Gantz, of Reynoldsburg, graduated a fine class of eighteen June 7—an unusually large class for a town of the size. The class poem by Miss Etheldine

Powell was a rare piece of work for a high school girl. Supt. Gantz is a man of fine qualities and knows how to get good work done.

— Supt. S. H. Ewing, of Frankfort, has been elected superintendent at Richmondale.

— Supt. E. C. Hedrick, of Clarksburg, has been re-elected for a term of two years with an increase in salary.

— Supt. R. H. Kinnison, of Wellington, keeps doing things. He graduated a class of 31 June 14, about half of whom have certificates to teach. The Wellington township schools will be centralized next year and will be enrolled in the Wellington schools.

— Miss Estella Digel will begin her work as teacher the coming year at Wapakoneta.

— Charles W. Clouse has been elected superintendent at Applecreek to succeed Supt. Jacot, who resigned to complete his course at Wooster.

— In the three years in which Supt. E. M. Van Cleve has been at the head of the Steubenville schools the number of teachers has increased from 55 to 70.

— President J. O. Creager will continue at the head of the National Normal University, reports to the contrary notwithstanding.

— Prin. J. S. Mason, of the Hanover high school, has been elected superintendent at Etna.

— A. A. Burkey has been elected superintendent at Holmesville.

— Prin. J. L. McDonald, of the Worthington high school, received a high school diploma at the hands of the Board of Education of Ashley, his old home, at the recent commencement in recognition of the honor he is bringing to the home town by his success in professional life.

— Miss Ruth Kinnison, daughter of Supt. R. H. Kinnison, of Wellington, graduated from the high school this year. In the entire twelve years she was never absent or tardy, never missed a roll call or a recitation and is in perfect health.

— Roy C. Mahoney, a colored boy in the eighth grade at East Liverpool, has written a poem on his days in the grammar school which shows that he has music in his soul.

— Mrs. S. A. Godfrey, who will teach commercial subjects in the Steubenville high school, graduated at Chicago University and then at the Chicago Business College. She has had eight years' experience in high school work.

— Fred Huston, a graduate of Miami University, has been elected superintendent at Corning.

— Supt. R. E. Rayman, of East Liverpool, has seen his corps of teachers increase from 51 to 95, and the high school from 145 to 284. Four or five new teachers will be

required next year. Four rooms will be added to the Sixth Street building this summer, and very soon a fine new high school building will be erected.

— Supt. C. L. Williams, of Shawnee, has been elected to a like position at Thornville.

— W. C. Brashares has been elected to the principalship of the Lancaster high school, where he has been teaching for two years.

— Supt. O. E. Duff, of Lafayette, has been elected to the superintendency at Sedalia.

— On May 24th Supt. E. W. Green, of Belle Center, graduated a fine class of seventeen. Each member delivered an oration or reading in a very forceful and pleasing manner. The Ziegler-Howe Concert Co., of Columbus, O., furnished music. After the president of the board of education had presented the diplomas, he stated that he had a message which the class wished him to read. The message stated that the original number of the class was seventeen, but on this day a junior member had made his appearance and that the class had unanimously elected Master Green honorary member of the class, thus making their number eighteen. In the past year Belle Center schools had 52 foreign pupils, necessitating the addition of another teacher, making eight teachers in the faculty. We congratulate Supt. Green and wife as the parents of the youngest graduate in the world.

— Our little friend Dominic Luc- ci with the sunshine of Italy in his veins has again taken his pen in hand. This time he writes on the subject, "The Cow's Teeth" and we reproduce his essay from the *Wooster Republican* as follows: A man bot a cow. He had never a cow, so he drove his cow home. He was feeding and his wife was milking. The man noticed she did not chu well, so he thout she must be sick. He looked into its mouth and seen she had no teeth, and they was its upper teeth, too. She is not a good cow, he told his wife, I will drive her back to the farm. So he said to the farmer: My dear friend, you have re-com-end me a poor cow, she has no teeth in front. Then the farmer said, "No cows has upper front teeth." Then they both laugh. The man drove his cow home and told his wife. How his wife laughed. "You foolish fellow," his wife cried.

A cow is good for milk, butter and shoe leather, and for caffs.

— Dr. W. O. Thompson address- ed the 205 graduates of Ohio Northern University at Ada, July 19.

— E. W. Patterson, formerly su- perintendent at Wellston, has been elected superintendent at Greenfield.

— An applicant for a teacher's certificate recently stated in writing that "Shakespeare was born at Stratford-on-a-Farm."

— Supt. D. L. Hines, of the

Madison township, Pickaway Co., schools, has been re-elected and salary increased to \$80 per month. The salaries of all teachers in the township have been increased. A class of nine graduated May 21.

— Supt. J. C. Seemann, of Ver- milion, has been re-elected and sal- ary increased from \$900 to \$1,000. Prin. A. L. Irey was also re-elected and salary increased from \$60 to \$67.50. The salary of grade teach- ers was increased from \$40 to \$45, "And they lived happy ever after."

— Prin. T. Otto Williams, of the Circleville high school, has been re- elected and salary advanced to \$1,330.

— O. G. Thomas, agent for Al- lyn & Bacon, is developing great musical powers owing to constant practice in singing lullabys.

— Prin. H. Claude Dieterich, of the Bowling Green high school, has resigned to accept a place in the To- ledo high school at a higher salary.

— Supt. J. D. Simkins, of New- ark, has appointed C. L. Scott and Miss Elizabeth Thornton, of Gran- ville, as teachers in the Newark schools.

— C. E. Craig has been induced to remain in the Marietta high school for another year. His sal- ary is \$700.

— Miss Lillian Patterson has re- signed the principalship of the Wal- bridge school, Toledo, by reason of her marriage in June.

— The Cincinnati board of education have five buildings in course of construction, two of which will cost \$200,000 each. Fourteen more kindergartens will be organized next year. Manual training and domestic science will be placed in all grammar school buildings at a cost of \$1,000. The present corps of eight teachers will be increased to twelve. The two evening high schools are the only ones in the state that rank as first grade. University graduates with pedagogical training are placed on the preferred list. As the supply is greater than the demand, it is probable that only university graduates need apply. Salaries range from \$450 to \$850, and of principals from \$1,500 to \$2,000.

— The Coventry Tp. (Summit Co.) board of education have elected the following teachers: Principal M. Brown, Miss Blanche Jobe, Miss Lida Botzum, Miss Dora Semler, Miss Effie Jobe, Miss Margaret Keenan, Miss Edna Porter, J. W. Kline, Henry Dice, H. E. Cormany, Ray Sellars, and Miss Julia Witner. Miss Witner will teach the music. The length of term is nine months. The minimum salary is \$46 and the maximum \$77.

— W. C. Brashares has been promoted to the principalship of the Lancaster high school as the successor of Prin. Seth Hayes, who goes into the new Dayton high school.

— Supt. J. E. Clark completed

his eleventh and final year at Scio by graduating a class of eight boys and five girls. He now goes to Caldwell and will be heard from in that field very soon.

— John D. Harlor, of East High School, Columbus, will have charge of the work in mathematics in the Y. M. C. A. night school next year.

— The Barnesville board of education increased salaries of all the teachers. The following were re-elected to their positions in the high school: Prin. A. J. Gerber, Mrs. M. O. Yarnell, Assistant Principal, Miss Verna Kennon, mathematics, and Miss Emma Laughlin, English and science.

— F. L. Berger has been re-elected assistant in the high school at Johnstown with an increase in salary of ten dollars a month.

— Dr. Edwin F. Brown has been re-elected superintendent of the Institution for the Blind at Columbus for the full term of four years.

— Supt. Wm. Beachler, of New Bremen, has accepted a position in the schools of Decatur, Ind.

— Supt. E. O. McCowen has resigned his two years' contract at Proctorville to accept the superintendency at Wheelersburg on a like contract.

— Inspector Hughes, of Toronto, Canada, gave the Miami University summer school students a feast of good things during the week he was present.

— Hon. Scott Bonham, of Cincinnati, addressed the students at Miami July 4th, and School Commissioner Jones gave an address July 16.

— R. W. Hill, of Dunkirk, has been elected to teach in the grammar department at Johnstown.

— C. M. Layton has been elected assistant in the high school at Hanover and will also have charge of music in the schools.

— The Miami University summer school had 606 students enrolled July 6— with more on the way. The classes were reduced to moderate size so as to have regular class work done.

— Dr. T. S. Lowden, of Clark University, delivered a series of lectures on Child-Pedagogy before the students of Marietta College summer school.

— After hearing Dr. Brumbaugh all who were at the Put-in-Bay meeting will want to read his "Stories of Pennsylvania," which is published by the American Book Co., Cincinnati.

— S. J. Lafferty, formerly superintendent at Johnsville, who has been attending Ohio State University the past year, has been elected superintendent at Alexandria.

— Miss Mabel Holt, of Columbus, who graduated from Ohio State University a year ago, has accepted a position as teacher in the schools of Porto Rico.

— The Marietta College summer school had 140 enrolled July 6, and this number was largely increased by those who attended the Sunday School Institute, which opened July 23.

— Mrs. Elva Pennell, Miss Grace Hart, and Miss Florence Nickels have been appointed ward teachers in Toledo, Miss Emma Glaser manual training, and Miss Isabel Wheeler and H. C. Dieterich high school teachers.

— Prin. H. E. Giles, of the Kenton high school, has resigned to accept a like place at Kenawee, Ill.

— A very keen and philosophical school man of Ohio says that for young teachers to rely upon books of questions and answers is about the same as trying to get an education at a pawn shop.

— Charles Brooks, of Mineral Ridge, has been elected principal of the new grammar school building at Girard at \$60 per month.

— H. E. Weaver has been elected teacher of writing in the schools of Girard, and Miss Mary Frack and Miss Lillian Wormer as regular teachers. The ladies receive \$35 per month— which is five dollars less than the law allows.

— Supt. C. T. Coates, of Pomeroy, had 18 graduates of his school in college work the past year. One of these, Norman Geyer, graduated at Delaware and was honored with the degree of A. M. at the same time.

—Wade Ely has been elected superintendent at Racine for a term of three years.

—Raymond Kleinhenn has been elected principal of the Columbus Avenue School at Fostoria, succeeding L. J. Holzworth, who becomes principal of the Crocker Street building.

—Supt. D. D. Jackson, of Malaga, has been re-elected and his salary comfortably increased.

—Supt. S. V. Cox, of Clarington, has been re-elected, which shows that they secured the right man.

—Miss Caroline Scott, of South High School, Columbus, is reveling in the delights of Lakeside during the heated term.

—The July number of the MONTHLY is certainly worth a big round dollar to every teacher who will read it from cover to cover and try to catch the spirit of progress that is shown.

—The following teachers have been selected for the new high school at Dayton over which Prin. George Buck will preside: J. C. Boldt, from Anderson (Ind.) high school, a graduate of Indiana University; Seth Hayes, Lancaster high school, a graduate of O. S. U., will have charge of science; Chas. B. Sayre, of Zanesville high school, a graduate of O. S. U., Latin and history; W. C. Sayrs, graduate of Haverford College, will do lan-

guage work; S. J. Brandenburg, a graduate of Miami, will teach history; Miss Effie McKinney, of Greenville high school, a graduate of Ohio Wesleyan, will teach Latin; Miss Clara Pagenstecher, of Akron high school, a graduate of University of Michigan, will teach German; Miss Winifred Ryder, of Middletown high school, a graduate of Oberlin, will have charge of work in English. All these teachers have been selected because of well attested proficiency in their special lines and Prin. Buck is to be congratulated upon the strength of his corps.

—Supt. C. S. McVey, of Woodfield, has been re-elected and his salary substantially increased.

—The teachers of Jackson Tp., Monroe Co., have been elected on the following salary schedule: Holders of five or eight years' certificate, \$50 per month; three years' certificate, \$45; less than three years' certificate, \$42.50. This is a good way of putting a premium upon good preparation.

—Miss Daisy Charters, Miss Carrie Shoemaker, and Miss Ida Clark, of the Columbus schools, are touring Europe together this summer.

—W. E. Kershner holds a membership card of the State Association this year, but his name did not appear on the roll. Supt. York reports more dollars than names. There are possibly 28 or 30 who

will not find their names on the roll. Let these report and we shall see to it that they are recorded.

— Supt. O. H. Magly, of the Lakeside Assembly, is having a good season. Teachers find this a delightful place for pleasure and profit and the management of Supt. Magly is such as to inspire the greatest confidence. He is furnishing high grade attractions and many of them.

— It was a rare privilege to be permitted to deliver the commencement address at the North Carolina State Normal and Industrial College, located at Greensboro, May 29. The president of this splendid institution, with its faculty of forty members and a student body of five hundred is Charles D. McIver, whose efficient service in the cause of education in "The Old North State" has given him a national reputation. The standard of scholarship is high and the influence of this college for women is a powerful factor in the rapidly developing educational sentiment of the state. Twenty-two young women received their diplomas and, following a beautiful custom, each graduate was also presented with a handsomely bound Bible and a volume containing the Constitution of the United States and of the state of North Carolina — their moral and civic guides through life. The graduating essays, six of which were presented to a large audience on the evening preceding the com-

mencement day exercises, were remarkable in two particulars — the subjects were of such a character as to be comprehended by the writers and the language used was such as could be understood by the audience.

— R. W. Mitchell has been promoted to the principalship of the high school in Asheville, N. C., and has had a substantial increase in his salary. He is in every way worthy of the recognition.

— The Miami Valley Chautauqua opens July 20 and closes August 6. It is remarkably successful under the wise management of General Manager F. Gillum Cromer. The O. T. R. C. and County Institute Departments are among the numerous excellent features.

— Commencement week at Carthage was a great success and all the pupils and patrons are loud in their praises of Supt. Charles A. Wilson, who has stirred the community to a high pitch of enthusiasm in educational affairs.

— H. C. Dollison is now the manager of the Educational Department of the Keystone View Company, with headquarters at Meadville, Pa. From every source come strong endorsements of their stereopticon views, which have proved themselves to be invaluable helps in the study of industrial and social geography.

— The recent death of Attorney S. A. Dickson, of Dayton, brought



deep sorrow to the hearts of all who knew him. Many will remember him as superintendent of the O. S. & S. O. Home schools. He was

Board of Control of the Ohio Teachers' Reading Circle are Miss Lura B. Kean, Wooster; Supt. C. E. Carey, Warren, and Supt. Wm.



C. E. CAREY

a manly man in every particular and was successful in all that he undertook to do.

— The three new members of the

McK. Vance, Delaware, and they are all admirably fitted for the work.

— Miss Clara Maetzel, of South

High School, Columbus, and Miss Ada and Nellie Skinner, of North High School, are spending their vacation together in Europe.

— Supt. W. A. Hiscox, of La Grange, has been elected to the superintendency at Hudson, a distinct promotion.

— The Schoolmasters' Conference at the Ohio University summer school during the week of July 23 discussed the following topics: 1. Recent and Prospective School Legislation. 2. The Rural School Problem. 3. The State Normal Schools. 4. The Certification of Teachers. 5. State and Local Support for Schools. 6. The High School Course of Study. 7. A State System of Education. 8. The Teachers' Institute as a Means of Professional Advancement.

— Supt. W. O. Lambert and the entire corps of teachers have been re-elected at Lisbon as a matter of course.

— F. S. Blue, of Cleveland, will have charge of the commercial work in South High School, Columbus, next year.

— Arthur Leonard, a graduate of Williams College, comes out from Vermont to take a place in Central High School, Columbus.

— Of the 303 graduates at Yale in June eleven were prepared at Lebanon, and of these ten had honors. Ten members of the class were elected members of the Phi Beta

Kappa society and of these ten three are Lebanon men.

— Supt. W. A. Matheny, of Sardis, has been re-elected at an increased salary. He and all his teachers are attending summer school at Ohio University.

— R. R. Robinson, a graduate of the National Normal University at Lebanon, has been elected principal at Stafford.

— Supt. C. L. Martzloff, of New Lexington, gave the county Patterson address at Woodsfield, July 14.

— Jay Taggart has been elected principal at Jerusalem at a good salary. He'll have to learn to sing "The Holy City."

— Miss Gertrude Sprague, of Baltimore, O., will do third grade work in Massillon next year.

— Horace A. Stokes, formerly superintendent of schools at Delaware, and Miss Mary Clingan, teacher of Latin in the high school, were united in marriage, July 4th.

— James Collin has resigned his position in the Massillon high school to accept a similar place at Lakewood.

— Prin. M. A. Henson, of the Gallipolis high school, has accepted the principalship of the high school at Jackson.

— Miss Esther Treudley, of Athens, will have charge of the work in history in the Massillon high school next year, and Miss Emma

S. Lowe, of Worcester, Mass., the rhetoricals and part of the English. Miss Treudley is a graduate of the University of Michigan and Miss Lowe of Radcliffe.

— B. E. Richardson, of D. C. Heath & Co., and Mrs. Richardson went to Put-in-Bay accompanied by a new trunk. Upon their arrival they found the new trunk decked out in ribbons and placards, stating that they had been recently and happily married. The word "happily" is good, but "recently" is rather anachronistic.

— Prin. Charles Kime, of the Lincoln School in Mingo Junction, has been appointed principal of the high school to succeed Prin. Max Roth, who has resigned to complete his course in Ohio State University. The position pays \$90 per month.

— Prin. Ora K. Probasco, of the Versailles high school, has been re-elected. He will devote the vacation to study at Ada, where he completed two courses last summer.

— Ten teachers in the schools of Mingo Junction had their salaries increased. The average of the salaries now is \$56.00, not including salaries of superintendent and principals.

— Supt. I. N. Keyser, of Urbana, has been re-elected for a term of three years. One element of strength in Supt. Keyser's administration is the fact that he does not fail to commend good work and the teachers appreciate it.

— The new teachers in the corps at Mingo Junction are W. D. Messerly, Clarington; Julia A. Weaver, Woodsfield; Julia Baer, Greentown, and Katharine Pierce, Newton Falls.

— Prin. Seth Hayes, of the Lancaster high school, has accepted a position in the new Dayton high school with Principal George Buck.

— Supt. Wilson Hawkins, of Mingo Junction, is rejoicing in the prospect of a new \$60,000 building in the near future. His salary has been increased from \$1,500 to \$1,800, and this fact may be credited to his good work and noble spirit.

— Miss Edith Bell, of Central High School, Columbus, has been granted a year's leave of absence and will take a much needed rest.

— Under the benign influence of Supt. N. E. Hutchinson, the board of education of Kenton has added \$1,500 to the salaries of teachers. The average salary of grade teachers will be \$44.30 next year. The lady assistants in the high school will receive \$65, as against \$40 to \$55 two years ago. The salary of T. C. Ferguson was increased to \$100 per month and that of Prin. Ellis was increased from \$70 to \$80. Miss Bess Stevenson, of Kenton, was elected to a vacancy.

— Supt. Alva B. Hall, of Byesville, has been elected to the superintendency at Williamsport at \$100 per month.

— Supt. J. F. Henderson, of McArthur, has been elected at Waverly at \$1,000. He received two elections the same evening at the same salary, but accepted Waverly before notice of the other election reached him.

— Miss Mabel Kutz, of Columbus, will teach in the high school at East Palestine the coming year.

— C. R. Weinland, who graduated from Otterbein in June, has been elected to a position in the Newark high school at \$800.

— Supt. Earl P. Osborn, of Summit, has been re-elected and his salary increased to \$75 per month. During the year there has been a marvelous growth of public sentiment in favor of good schools.

— Supt. Chauncey Lawrence, of Waverly, has been elected to the superintendency at Hilliard at \$1,000. He is one of the promising young school men of Ohio.

— Prin. John S. Alan, of the Mt. Vernon high school, has been re-elected and \$300 added to his salary. They like him.

— Supt. S. M. Glenn, Jr., of Huron, rejoices in an advance in salaries all along the line for his teachers and is grateful for the passage of the minimum salary law. First and eighth grade teachers will receive \$47.50 and other grade teachers \$42.50. He graduated four June 15, and Supt. H. B. Williams gave the address.

— Supt. E. B. Cox, of Xenia, addressed the seven graduates at the Woodstock commencement and won strong words of praise. Supt. M. A. Brown is spending his vacation at New Madison.

— Supt. R. J. Kiefer, of Upper Sandusky, is spending the summer at Chicago University, taking work under Professors Butler, Jackman, Van Sickle and Sisson. In addition to other lines of work he is making a study of the history of education in the United States, England and Germany. He is the sort of progressive man that honors Ohio.

— The following teachers of the Kent schools have been re-elected at the salary given. These salaries are higher than those of last year, the increases ranging from \$50 to \$100: Central School—Amy I. Herriff, high school principal, \$900; Grace Stambaugh, assistant principal, \$650; Leona Reed, assistant principal, \$575; Sophie Sawyer, first year high school, \$650; Cora E. Myers, A grammar, \$500; E. Lou Warner, B and C grammar, \$500; Myrtle Johnson, C and D grammar, \$500; Carrie B. Sawyer, A and B primary, \$475; Myrtle Beckwith, B and C primary, \$400; Bessie Creager, B primary, \$450. D'Peyster School—C. S. Jenkins, principal and B and C grammar, \$750; Mrs. Adda Garrison, D grammar and A primary, \$500; Mary Donaha, B and C primary, \$450; Metta Olin, D primary, \$400. South School—E. E. Carrier, prin-

cipal, \$850; Rose Green, A and C grammar, \$500; Belle M. Holden, D grammar and A primary, \$500; Julia F. McMahon, A and B primary, \$450; Georgie Davis, C and D primary, \$425; Hattie Garrison, D primary, \$400. Special — F. B. Jagger, music, two days per week, \$450.

— Supt. Van Cleve and Principal Maurer wore their best clothes, their white neckties, and flowers in their lapels June 7 — for on that date the auditorium of the new Wells High School was used for the first time. The twenty-two young people who graduated no doubt feel honored in thus dedicating this part of their elegant new building.

— Supt. A. B. Stutzman, of Kent, was the orator at the Memorial Day exercises and delivered an address that was eloquent, patriotic, and replete with fine literary touches.

— The Lorain high school graduates scored a marked success at commencement June 6, in conducting a mock national convention. As a commencement exercise it was decidedly unique and was carried through without a hitch, thus reflecting great credit upon the class and also upon the teachers, Prin. D. I. Boone and his assistants.

— The *Journal* of Jamestown devoted a full page to the commencement exercises, giving the orations of the nine graduates. The enthusiasm of the occasion must have been grateful to Supt. Geo. Eckerle.

— Supt. F. Linton and Prin. W. M. Hannum, of Salineville, graduated four girls and two boys June 1. Prof. Frank S. Fox, of Columbus, delivered the address. Supt. and Mrs. Linton gave a delightful reception to the graduates and Juniors and the entire commencement season was full of good things. The local paper contained a full account with good cuts of the superintendent, principal, assistant principal, speaker, and class.

— Supt. F. E. Reynolds, of Defiance, has been re-elected for a term of four years and the local press gives him unstinted praise for his excellent conduct of the schools. He was engaged by Defiance College to deliver a course of lectures in the summer term.

— Miss Katherine Burns, of Wellston, has been elected to a place in Central High School, Columbus.

— Supt. E. B. Cox and Prin. G. J. Graham, of Xenia, started in on commencement exercises at eight o'clock on the morning of June 12. There were twenty-eight orations and we infer that the program has been concluded by this time.

— Supt. F. W. Wenner, of Martins Ferry, graduated four boys and ten girls May 31st.

— Supt. D. E. Black, of Prairie Depot, had the pleasure of graduating his son, Dale W., May 16. This son was fifteen years of age at that time.

— Miss Sabina E. Cherrington, principal of the Coalton high school, is spending her vacation doing advanced work in Ohio University.

— Supt. John Davison, of Lima, had a most successful year. The high school was larger by about 100 than ever before and will be still larger next year. A class of 55 graduated, and all is well at Lima.

— Miss Macra E. Palm, one of Coshocton's most successful primary teachers, has been employed as teacher in the Model School at Miami University, Oxford, Ohio. Miss Palm is untiring in her efforts and the future promises her a leading place in the state in her line of work.

— Supt. J. Reuben Beachler, of Eaton, has had honors showered upon him this summer. He was given his A. B. degree by Earlham College in June and re-elected unanimously for three years about the same time. He is devoting his vacation to advanced study at Harvard.

— The *Sentinel* of South Charleston has this to say: Too much praise cannot be given Supt. W. T. Trump and his staff of excellent teachers. They have labored earnestly and well, and we assure them that the patrons of the school recognize it and that their efforts are appreciated. The entire year has passed without the least sign of

friction, while the public confidently feels that the coming year will turn out well.

— Supt. W. M. Henderson, of Moundsville, W. Va., has been re-elected for the fourth year. His salary is \$1,200 and he earns it by his faithful and efficient work.

— A shoe store in Dayton has this sign: "Our grand and intelligently selected stock is superbly and enormously large." Supt. Carr is evidently wielding influence.

— C. M. Bookman, of the Newark high school, has been elected to a position in Central High School, Columbus.

— Miss Anna Jenkins and Miss Helen Griffiths, of the Coalton schools, have been attending Rio Grande College during a part of the spring and all of the summer term. This is the sort of progress that will receive recognition.

— W. W. Wager, of the Canton high school, will teach the coming year in Central High School, Columbus.

— Miss Carrie E. Shriber, of Barberton, has been elected principal of the high school at Carrollton to succeed Prin. J. R. Kail, who goes to Dell Roy as superintendent.

— Supt. W. A. Forsythe has been re-elected at Malvern. The high school has been advanced to second grade through his efforts.

— Orange township, Carroll Co., is erecting a \$5,000 building at

**Leesville.** Supt. J. G. Herron has been in charge of these schools for three years and has been re-elected.

— C. C. Sheward has been elected principal of the Goldsboro schools. He is devoting his vacation to work in Ohio University.

— A. C. D. Metzger, who was teaching in the Kenyon Military Academy at the time of the fire, will teach next year in South High School, Columbus.

— Supt. R. E. Tope, of Oak Hill, has been elected to a desirable position in Oklahoma. He has been a member of the board of examiners of Jackson county for three years past. The best wishes of his many Ohio friends go with him to his new field.

— Supt. I. B. Wagner, of Sherodsville, has been re-elected for the fourth year and his salary increased.

— Miss Ella Ketter and Miss Edith Brohard, two of the very efficient teachers of Coalton, are attending the summer term at Ohio University.

— Supt. O. O. Fisher, of Millersburg, has been re-elected as was to be expected from his good work.

— Frank Maple will have charge of the high school at Fairview again next year.

— A. A. Burkey has been elected principal at Holmesville to succeed Prin. L. H. Kaser, who has resigned.

— Miss Warden, of Wooster, will succeed Miss Myers as teacher of language at Millersburg.

— Hon. John A. McDowell continues to be one of the most popular teachers in the Wooster summer school.

— Supt. E. L. Mendenhall, of the "Home" school, Xenia, graduated a class of 52 June 20.

— Delphos teachers rejoice because all were re-elected and their salaries increased. The average, not including principals, is \$45.30; including principals, \$51.20; and for high school, \$73.30. The high school last year enrolled 110, an increase of 42 per cent. over preceding year. Teachers are attending summer schools at Harvard, Lima College, Miami and one in the South.

— Holmes county teachers improve every opportunity to make themselves more proficient in their work. Almost one-third of them are attending the Wooster summer school.

— D. W. Williams has "made good" as superintendent at Syracuse, as shown by a re-election.

— Herbert O. Williams, formerly a teacher in Columbus, has been promoted to the principalship of the high school at Redlands, California. He will soon take a place among the Benedicts, also.

— J. A. Harlor, agent for Charles Scribner's Sons, underwent an op-

eration for appendicitis July 10, and, at this writing, is progressing favorably. He has been the recipient of many kindnesses at the hands of the book men of all companies.

—The following teachers of the Wauseon public schools have been employed: Superintendent, C. J. Biery; principal, H. O. Hannah; assistant, Miss Orille Eastman; music, F. A. Tubbs; Harry Lenhart, Mrs. Jennie Bartlett, Miss Carrie Van Schoick, Miss Flora Ames, Miss Florine Files, Miss Dollie Boon, Miss Stella Bayes, Miss Emma Edgar, Miss Adda De Merritt, Miss Bessie Tedrow and Miss Inez Barrett.

—Miss Mary McDonald has been added to the corps of grade teachers in the schools of Uhrichsville.

—Silver, Burdett & Co., New York, have just published "The School and Its Life," by Dr. Chas. B. Gilbert, formerly superintendent at Rochester. Topics that to all teachers are of live, daily concern are given consideration in the following chapters: "The Gradation and Promotion of Pupils;" "The Place of the Teacher;" "The Freedom of the Teacher;" "The Development of the Teacher;" "The Course of Study;" "Teachers' Meetings." No less valuable are the comprehensive chapters devoted to the attitude and functions of the superintendent—in his official relationships with boards and teachers and in his social position in the community. The supervisor, the

principal, the "special" teacher—all these are timely subjects, treated in the light of common sense and varied experience.

—Miss Mary Treudley, of Athens, has been elected teacher of Latin and German in the high school at Uhrichsville in place of Miss Emily Abbott, resigned.

—Prin. M. Mulholland, of the Upper Sandusky high school, has been elected to a similar position at Defiance.

—Hugh R. Smith, who taught at Cambridge, last year, has been elected to the principalship of the high school at Barnesville.

—W. L. Guthrie has been promoted to the principalship of the Trenton Avenue building at Uhrichsville to succeed Prin. R. K. Furberg, who has resigned.

—Prin. W. N. Davis, of the Oak Hill High School, has a position with the Jackson Sun Publishing Co.—and, as yet, has no definite plans for next year.

—All communications regarding books for the Reading Circle should be addressed to W. E. Kershner, Business Manager, 139 West 9th Avenue, Columbus, Ohio.

—Eugene S. Heath, of Lincoln, Neb., has been elected teacher of science at Bowling Green. He is a graduate of Delaware.

—The Bethel Tp. (Miami Co.) high school will conduct a \$200 lecture course the coming year.



— Prin. D. H. Sellars, of the Covington high school, has accepted a position in Steele High School, Dayton.

— L. L. Johnson goes from his work as a student in Rio Grande College into the superintendency at Proctorville and his friends prophesy success.

— The Andover board of education have elected the following: T. J. Boyd, P. T. Nelson, Miss Kate Pickett, Miss Retta French and Miss Bernice Tuttle.

— Improvement is the order of the day at Tippecanoe City. The entire building is being made to look as good as new.

— W. F. Shaw has been promoted to the principalship of the Bowling Green high school at a salary of \$900.

— The Lorain board of education have placed an order for supplies for the chemical department to the amount of about \$400.

— Miss Anna Fite and Miss Etta Jacoby have been elected to positions in the high school at Marion, which is their home.

— The board of Defiance township, Defiance Co., have elected the following teachers: Lou Bayliss, Mildred Rock, Chas. Kintner, Bertha Smith, Clara Garver, Anna O'Conner, Bessie Miller, Ora Lehman, George Whetstone.

— Supt. L. J. Bennett, of Covington, and Miss Harwood, a teacher, were married in June and the world is bright.

— J. D. Marshall has been re-elected assistant principal of the Tippecanoe high school and salary increased \$90.

— Miss Odlin, of the Covington high school, has resigned to accept a similar position at Greenville.

— A. E. Pollock, a graduate of Wooster, has been elected to a position in the Bowling Green high school.

— Supt. S. E. Pearson has charge of the schools of Elizabeth, Monroe, and Staunton townships, Miami county, and has been re-elected in all three.

— Supt. M. E. Wilson, of Bainbridge, has been elected to the superintendency at Jeffersonville.

— Prof. D. A. Ward, of Rio Grande College, has accepted a position as teacher of physics in Michigan Military Academy at Orchard Lake, Mich., and his many Ohio friends wish him the greatest measure of success.

— Hon. E. A. Jones, Supt. Darrell Joyce of Hamilton, Supt. H. R. McVay of Sidney, and Supt. H. H. Helter of Wapakoneta led the discussions on various topics at the Superintendents' Conference at Miami during the week July 16-21.

— Ella Wheeler Wilcox puts it in this wise:

"God, what a world! if men in  
street and mart  
Felt that same kinship of the hu-  
man heart  
Which makes them, in the face of  
flame and flood,  
Rise to the meaning of true brother-  
hood."

— Louis A. Weinland, a graduate of Otterbein, has been elected science teacher in the high school at Lancaster and Miss Kate Lowrie teacher of English.

— Supt. C. E. Oliver, of East Palestine, addressed the 73 Patterson graduates of Columbiana Co. at Lisbon, July 28. Supt. F. Linton, of Salineville, had charge of the arrangements.

— Prin. Thompson, of the Washington C. H. high school, and Miss Daisy Creamer, of the same city, were married July 19. We extend to them our cordial congratulations.

— Miss Florence Hutchinson, daughter of Supt. N. E. Hutchinson, of Kenton, has been elected to a position in the St. Marys high school. Her record in Ohio State University was nothing less than brilliant and her charming personality will win a place in the hearts of the people and pupils from the first day.

— Supt. R. W. Brown, of Troy, has resigned to accept a position as editor on a newspaper in Oklaho-

ma. We regret to lose him from Ohio, for he is a school man who adorns the profession. During his incumbency the schools of Troy have felt the influence of his splendid personality and have gone steadily upward and forward. Our best wishes go with him to his new field of work.

— Dale R. Smith has been elected teacher of science and mathematics in the Painesville high school.

— The new teachers at Van Wert are: Miss Myrtle Palmer, a graduate of the Van Wert high school and nearly two years' work in the Miami Normal; Miss Jennie Wilkinson, a graduate of Van Wert and one year at Oxford; Miss Maude Brown and Miss Ella Frank, both Van Wert graduates and having successful experience elsewhere; and Miss Elizabeth Hauck, a graduate of Wittenberg with successful experience in the high school at Defiance. Eleven of the Van Wert corps are doing work in the Normal school at Ypsilanti, Mich., this summer, and one at Ohio State University.

— Miss Olive Ulm, formerly a teacher in the eighth grade at Miamisburg, goes to Madisonville the coming year to fill the same position there.

— Miss Bertha Urbansky, for several years a teacher at Piqua, has accepted a corresponding posi-

tion in the Madisonville schools for the coming year.

— Miss Jessie Strate, a teacher in the sixth grade at Madisonville, has been granted a year's leave of absence and will devote the time to study in the University of Chicago.

— An excellent equipment in both manual training and domestic science is being installed in the Madisonville schools this summer.

— Prof. Henry Whitworth has this to say of the past year at Ohio Northern University at Ada:

The O. N. U. at Ada has just closed a successful year under the administration of the new president, Dr. A. E. Smith.

Notwithstanding the numerous special schools and Chautauquas all over the state, the summer school was well attended.

Dr. I. P. Tussing, of Chicago, and Supt. W. R. Richardson, of Columbiana, were added to the faculty as special daily instructors, whose ability was enthusiastically mentioned by their large classes.

Special and serial lectures and addresses were given by speakers well known in educational and political circles: Hon. O. T. Corson, of the OHIO EDUCATIONAL MONTHLY; Hon. F. L. Dustman, of the *Toledo Blade*; Dr. Guy Potter Benton, of Miami University; Hon. E. O. Randall, Supt. Arthur Powell and others filled up the interesting program.

The O. N. U. maintains its old

time push and enthusiasm. The unique features which have made it a power in the past remain, while some changes for the better have been made. It is still pre-eminently the "poor boy's" school.

At the last examination before the State Board, all the applicants from the O. N. U. College of Law successfully "passed." The students from the College of Pharmacy were equally successful before the State Board of Pharmacy.

The military contest this year was especially fine, and the inspector reported to the U. S. Government that the military department of the O. N. U. is in excellent condition.

While students are graduating all through the year, a large number were present to hear Dr. Smith's splendid baccalaureate sermon on July 8.

The usual oratorical, musical, class-day and commencement exercises of the several colleges closed up the lively and prosperous year. Dr. W. O. Thompson, of the Ohio State University, delivered a masterly address to the graduating class on commencement day.

—The sympathy of all our readers will go out to Supt. C. S. Wheaton of Port Clinton whose home is shrouded in sorrow because of the drowning of his son-in-law Mr. Osborn a few days ago.

—Prin. John S. Alan of the Mt. Vernon high school, with a party of friends, has been touring Ohio in

an automobile a part of his vacation.

— The attendance of the Ohio State University summer school is almost double that of last year and the indications are that this movement will become more and more popular.

— Supt. S. P. Humphrey of Ironton has been spending his vacation rusticating in Adams County—and, presumably, working out speeches for the institute season.

— One day a little boy came to school with very dirty hands and the teacher said to him:

"Jamie, I wish you would not come to school with your hands soiled that way. What would you say if I came to school with soiled hands?"

"I wouldn't say anything," was the prompt reply. "I'd be too polite."—*West Virginia School Journal*.

— The *Atlantic Monthly* puts it thus:

"It is, indeed, commonly claimed that study of a subject at school will awaken a love for it. This is the common cant of education. It is indulged in by school boards, by hobby-riding pedagogians, by teachers on parade. But everybody knows it is prate, and the school boy most of all. He does not learn to love anything because he studies it in school, but, if he does love anything he studies there, it is because of his own natural instinct

for it, and distinctly in spite of what he is made to do with it in school. This charge is especially applicable to the high school. Take it, for instance, in literature. How many learn to love Homer? What boy carries his Aeneid to the woods, to read unbeknown to his teacher? Or ask an intelligent and wide-awake boy—not a crawling high-grade seeker after marks—why he never reads Shakespeare at home, and he will reply, 'Because I get enough of him in school.' This is the attitude of those who are learning to 'love' Shakespeare."

— The American Civic Association is rapidly winning public sentiment in favor of better conditions. Here is a song that was sung at the recent Street Cleaning Convention in Cincinnati:

There's a change in Cincinnati,  
great improvements in our day;  
The streets' untidy litter with the  
dirt has passed away.

We children pick up papers even  
while we are at play—

And we will keep right on.

#### CHORUS.

Glory, glory, Hallelujah!

Glory, glory, Hallelujah!

Glory, glory, Hallelujah!

And we will keep right on.

No longer will you see a child fall  
helpless in the street

Because some slippery peeling has  
betrayed his trusting feet;

We do what we are able now to  
make our sidewalks neat—

And we will keep right on.  
 And all the people far and near, in  
 sunshine or in rain,  
 Rejoice to see our cleaner streets,  
 and find the reason plain;  
 We children take a hand to keep  
 our thoroughfares so clean—  
 And we will keep right on.

—The *Journal of Pedagogy* says, "American Literary Masters is the only book of its kind on American literature in existence. It is a masterpiece itself. It is not a mere history of American literature; it is a study of the men who have made literature and of the literature they have made."

—It would be well if every teacher in Ohio would become thoroughly acquainted with the machinery of our state government, and this can be done in a very short time by using "The Government of Ohio," by Prof. W. W. Boyd, High School Inspector of Ohio State University. The book is published by Silver, Burdett & Co., 378 Wabash Ave., Chicago.

—Every teacher should read at least three times the closing paragraph of Supt. Vance's excellent article which we publish in this issue. That is the true gospel of progress put in excellent form.

—Supt. Chas. Hauptert of Wooster is teaching in the summer school at Ohio State University and is winning friends all the while.

—The Macmillan Company,

Chicago, have just published a little book that will appeal strongly to teachers in country districts. The title is "A Country Reader," and the city boys and girls could read it with profit as well as pleasure. It sells for 40 cents.

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#### THE TEACHER.

She must know more, do more, be more, and endure more than any other bread-winner. She must know everything in heaven above, the earth, beneath and the waters under the earth. She receives no special credit for knowing them, but woe be to her if she knows them not.

She must teach the three "R's" as in the olden times, but mark the additions.

She must teach physiology with all the skill of a physician, but without his opportunities for hiding his mistakes.

She must teach civics with all the learning of a lawyer, but without his library.

She must teach virtue and godliness with all the zeal of a minister, but without the Bible or his sectarian bias.

Under the title of "Nature Lessons" she must teach the elements of all the sciences known to man, but unlike her sister in the high school, she must do it without a text book.

She must teach music, drawing, penmanship, and physical culture with the ability of a specialist,

must give the supervision all the credit for success attained.

She must give direct instructions in morals and manners or the school will go to the demnition bow-wows.

She must teach the effects of alcohol and narcotics with all the enthusiasm of the original investigator, the laboratory methods of the expert chemist, and the blind devotion of the religious zealot.

She must teach business forms, business usages, short cuts, and brief methods with all the knowledge of a bookkeeper, or the schools are impracticable.

She must teach spelling as of old, but must make her own book, having the pupils copy it each day as she goes along with no knowledge of what has proceeded or what is to follow, to the end that all of her hours out of school may be fully employed, and that she may have no time for recreation or frivolous amusements.

She must do a continuous performance in the line of new and untried theories which she well knows are impractical and worthless, to keep things stirred up for fear some one may be called an old fogey.

She must spend from eight to ten hours a day in the unwholesome atmosphere of a poorly ventilated school-room, and one or two hours more in selecting material and copying it on the board, to be again copied by the children, thus exhausting her vitality and ruining

the eyesight of her pupils to please the fool fancy of some sap-headed superintendent who thinks he is carrying out some original scheme.

She must try and continue to try silly experiments of young and callow principals who are learning the business empirically, and with whom she dare not differ.

She must be present at innumerable teachers' meetings; called often without plan or purpose, without leadership or direction, without beginning or end, and with no visible earthly object except to consume time and "have a meeting."

She must at her own expense attend institutes and associations, listen to long-winded theorists, dry-as-dust professors, sentimental idiots, enthusiastic promoters, visionary reformers, shrewd self-advertisers, persistent hobby-riders, and educational mountebanks only to attend the next meeting and hear a new crop of theorists with a job lot of contradictions, a series of orders and counter orders which would bewilder the most astute philosopher.

She must govern wild and wicked children even when parents fail. She must be wise as Solomon, patient as Job, strong and enduring as Caesar, tender as Maecenas, and more even tempered than the Almighty, for the Almighty was "wroth with the wicked" when he punished them, but a teacher who punishes in anger is guilty of assault. She must be a model of pro-

priety in all things, for are not the eyes of the whole community upon her? She must know the usages of the world and society, but must stand aloof from both. She must have humility, confidence, infinite tact, perfect health, common sense in abundance, a modicum of wit, a world of wisdom, and a little wickedness. She must endure the foul air, the nerve-racking confusion, and the thousand annoyances of the school room. She must submit to the thoughtless criticisms of the ignorant, the unjust abuse of disappointed parents, the blandishments of those who would help their children by patronizing attentions to the teacher, and the domineering dictation of self-seeking politicians.

She must spend hours upon hours devising lesson plans, making reports, compiling statistics, striking balances and averages, figuring standings, correcting countless papers and tabulating foolish answers to silly questions with the machine-like expertness of a trained accountant to make more formidable and less readable the superintendent's report, and impress a confiding and gullible public with the complicated machinery necessary to a system of public schools.

And for all this she receives a salary which enables her to live in poverty, on the charity of her friends, on a rare and hard-earned pension, or on the bequest of some philanthropist, if she grows old,

falls ill, offends the powers that be or loses her pull.

I knock on the pupil who annoys her, on the superintendent who overworks her, on the parent who ignorantly criticises her, on the politician who patronizes her, on the paragrapher who satirizes her, on the alleged funny man who makes sport of her, on the school board that underpays her, and on the thousands of single fools who do not marry her. — *Southern School Journal*.

#### COMMENCEMENTS.

Alliance, June 14, Supt. J. E. Morris, Prin. J. G. Guthrie, 33; Shelby, June 1, Supt. S. H. Maharry, Prin. C. H. Winans, 11; Harrison, June 14, Supt. Thos. P. Pierce, Prin. Mary A. Curran, 6, address by Prof. A. B. Graham; Defiance, June 7, Supt. F. E. Reynolds, 26; Galion, June 7 and 8, Supt. I. C. Guinther, 41; Bellevue, June 4, Supt. E. F. Warner, Prin. H. C. Bates, 16; Strasburg, June 1, Supt. H. A. Lind, 9; Marietta, June 8, Supt. J. V. McMillan, 41; Coshocton, June 8, Supt. H. S. Piatt, 25; Clyde, June 4, Supt. A. H. Wicks, Prin. E. E. Newhouse, 13; Marion, June 1, Supt. H. L. Frank, Prin. F. D. Tubbs, 50; Urbana, June 7, Supt. I. N. Keyser, Prin. H. N. Morton, 21; Norwalk, June 8, Supt. A. D. Beechy, Prin. J. E. Cole, 32; Ironton, May 31, Supt. S. P. Humphrey, Prin. T. H. Winter, 23

**UNIFORM QUESTIONS FOR JUNE.****PHYSIOLOGY.**

1. What provision is made in the bones for securing elasticity; strength; lightness? 2. State two purposes of the circulation of the blood. 3. Explain the differences between voluntary and involuntary muscles and give examples of each. 4. Name the special senses. 5. Name several common articles of food that are chiefly albuminous. Where is albuminous food largely digested? 6. Name two kinds of glands found in the skin and state the use of each. 7. Define nerve; nerve fibre; nerve ganglion. 8. What and where is each of the following: lymph, peritorem, tympanum, epiglottis, iris? 9. Define stimulant; narcotic. What are their effects on the nervous system? 10. What do you consider the most desirable time for concert exercises in the school room? Why?

**U. S. HISTORY INCLUDING CIVIL GOVERNMENT.**

1. What part did each of the following take in the early history of our country? Peter Stuyvesant, John Winthrop, William Penn, John Eliot? 2. Locate three battlefields of the Revolution and tell what important engagement was fought on each. 3. Who were the successful candidates for the offices of president and vice president in the election of 1796? When, how and why was the method of electing the vice president afterward changed? 4. In what respects was the treaty which closed the war of 1812 favorable to the United States? 5. Tell something of the life of Henry Clay and the political principles for which he stood. 6. Mention five generals of the Civil War, and a battle in which each participated. 7. Give the substance of one amendment to the constitution which relates to the negro. 8. Mention important events of the second administration of President Cleveland.

**LITERATURE.**

1. In whose writings do you consider American literature to have had its beginnings? 2. Discuss Edmund Burke as a writer; a statesman; and an orator. What one of his speeches is frequently studied in American schools? 3. When may a work be said to have

become a classic? Mention two American poems that have become classics; two English essays that have become classics. 4. Mention four of Shakespeare's tragedies and three of his comedies. Briefly analyze one of the following characters: Lady Macbeth, Hamlet, Shylock, Ophelia. 5. Who is your favorite American poet? Why? Compare his poems with those of some English poet of the same period. 6. Of what time and section of our country was Washington Irving the interpreter? Francis Parkman? 7. For work in what field of literature is each of the following noted: James Fenimore Cooper; Mark Twain; Louisa Alcott; George Eliot; Charles Lamb? 8. Mention five books which you consider suitable supplementary reading for pupils in the fifth and sixth grades.

**GEOGRAPHY.**

1. How is latitude measured? Bound the United States by parallels. 2. Compare India with Mexico in regard to climate, products and highlands. 3. What becomes of the cotton crop of Alabama? The wool of Texas? The wheat raised in Nebraska? The tea grown in Ceylon? 4. What is a desert? An oasis? Locate the following: Mohave Desert, Libyan Desert, Desert of Gobi. 5. Compare the manufactures of Massachusetts with those of Belgium. 6. Define tides and give their cause. 7. Describe the drainage of the United States west of the Rocky Mountains. 8. Tell what you can of the form of government of Greece, Switzerland and Chile. 9. Describe three of the largest rivers of Asia. 10. Trace an all-water route from Bremen to Trieste.

**GRAMMAR.**

Although there are many directions, both general and special, which may be of use to the young student, when he is beginning, much reading of the best books and a great deal of practice in composition are the only means to attain a good and vigorous style. Ben Johnson says: "For a man to write well, there are required three necessities: let him read the best authors; observe the best speakers; and have much exercise of his own style."

The first seven questions refer to the selection given above. 1. Classify all of



the clauses in the above selection as principal, objective, adjective or adverbial. 2. Classify the following connectives and give their syntax: although (1); both.... and (2); which (2); when (3); and (11). 3. Give the mode and tense of each of the following verbs: may be (2); is beginning (3-4); to write (8); let (10); have (11). 4. Give the syntax of two infinitives. 5. Select three adjectives and compare them, using a different method of comparison for each. 6. Tell what rule of punctuation governs each of the following: the comma in (2) and the first comma in (8); the colon in (10); the semicolons in (10-11). 7. Parse the following words: there (1); reading (4); well (9); are required (9); him (10). 8. Write a sentence illustrating an independent construction; an appositive construction. 9. Distinguish between an interrogative pronoun and an interrogative adjective. 10. How do you indicate a quotation? A quotation within a quotation?

#### ARITHMETIC.

1. Define greatest common divisor; least common multiple. State some practical applications of the least common multiple. 2. If railroad stock yields 6%, and is 20% below par, how much money must be invested to bring an income of \$390? 3. A vessel that holds 700 gal. of water will contain how many bushels of grain? 4. If \$500 will gain \$16.50 in 4 mo. 12 da., at 9%, how much will \$750 gain in 2 yr. 9 mo. 8 ds., at 6%? 5. A contractor hires 6 men to do a piece of work in 4 1-3 days; after the men have worked 2 days, the contractor finds that the work must be completed within 3 2-5 days. How many extra men must he hire? 6. Define cancellation, promissory note, proportion. 7. Find the cost of 16 planks 14½ ft. long, 10 in. wide, and 3 in. thick, at \$16¾ per M. 8. Extract the square root of 10795.21. 9. The distance around a circular park is 1½ mi. How many acres does it contain? 10. Find the proceeds of a six months note for \$350 given March 1st and discounted at 6% at a bank today (June 2d).

#### THEORY AND PRACTICE.

NOTE — Applicants will take the first group of four, and either the second or third group of four.

1. What is the purpose of the examination? Name two classes of questions which are excellent as tests. 2. How would you endeavor to prevent tardiness; deal with truancy? 3. Name some service for education performed by three of the following: Pestalozzi, Froebel, Mary Lyon, Herbert Spencer. 4. Name three educational journals with which you are familiar, state which one you prefer and why.

#### THE METHOD OF THE RECITATION — McMURRY.

1. Are most text books gotten up on the inductive or on the deductive plan? Give reasons to show why text books are necessary, whatever method of instruction is employed. 2. Does the method of instruction advocated by McMurry require a greater or a less efficiency on the part of the teacher, than the method of deduction? Why? 3. Show that the inductive method is in accord with a scientific point of view. 4. Mention five of the laws of teaching.

#### OUR SCHOOLS: THEIR ADMINISTRATION AND SUPERVISION — CHANCELLOR.

1. Mention at least six suggestive topics for child study. 2. Suggest three reasons why teachers as a class are underpaid. 3. Outline a proper course of procedure in applying for a school position, power of appointment to which lies in the hands of the board of education. 4. Write briefly upon the relation which should exist between the principal and the superintendent; between the principal and his teachers.

#### ORTHOGRAPHY.

1. Define orthography; orthoepy. 2. Divide the following words into syllables: oven, funeral, envelope, convivial, Paraguay, elevate. 3. Indicate the correct pronunciation of the following: literature, misconstrue, madam, Los Angeles, glisten, facile. 4. Give a homonym of each of the following: colonel, kill, mew, key, steps, die. 5. Write the following: rummage, impostor, referred, addressing, cargoes; decisive, toothache, pronunciaion, welfare, Uruguay; competent, maritime, isotherm, tonnage, vacuum; manoeuvre, forenoon, appall, reflection, allowed; aqueous, Jonathan, compel, elementary, assiduous; possession, solstice, comedies, rarefy, recommend.

## UNIFORM QUESTIONS FOR JULY.

## LITERATURE.

1. Into what periods would you divide American literature? 2. Write briefly concerning Whittier's personality and mention those of his poems which you especially enjoy. 3. What authors would you study under the subject of American essayists? 4. Distinguish between biography and autobiography. Name two of the biographies most famous in literature. 5. What do you consider Hawthorne's best novel? Why? 6. Classify the writings of the following: William Cowper, Matthew Arnold, Thomas De Quincey, James Fenimore Cooper, Louisa Alcott. 7. Is James Russell Lowell most successful as a poet or as a critic? Give reasons for your opinion. 8-9. Discuss the life and writings of Oliver Goldsmith and mention his most illustrious contemporaries. 10. Mention the authors of five of the following: Eve of St. Agnes, Gulliver's Travels, Pickwick Papers, The Hanging of the Crane, Roughing It, The Oregon Trail, Marble Faun.

## U. S. HISTORY, INCLUDING CIVIL GOVERNMENT.

1. Classify the original settlers of the following colonies as to nationality and religion: Plymouth, Jamestown, Quebec. 2. Who was the first vice president of the United States? In what city did Washington take the oath of office? 3. Give a brief account of the Dred Scott case. 4. State two provisions of the compromise of 1850. 5. Name three commanders of and three battles fought by the army of the Potomac. 6. Name three powers denied to the states by the constitution. 7. What measure of attention would you bestow upon the dates of events in the teaching of history to grammar school pupils? 8. In what year did the last great financial panic occur in the United States? What was its cause? 9. What foreign power aided the colonies during the Revolution? What American citizen was chiefly instrumental in obtaining this aid? 10. What selections from American literature have you read with special reference to their bearing upon United States history?

## GEOGRAPHY.

1. What proportion of the world's population lives in North America?

What proportion of the world's land area is included in the western hemisphere? 2. What instrument is used to measure temperature? What is meant by the mean annual temperature of a place? Give approximately the mean annual temperature of a place located on the equator. 3. Mention the chief exports of Brazil, imports of the United States. 4. Mention one navigable river of the United States, one navigable river of Asia. Show the influence of these rivers upon commerce. 5. Mention the chief political divisions of Central America and locate the capital of one of them. 6. Mention some geographical conditions which influence the occupations followed in Canada, in South Africa. 7. Locate three of the most important colonial possessions of Great Britain; one of the United States; one of France. 8. Distinguish among the following: Plain, coast plain, plateau, tableland, steppe. 9. Name two American cities in which World Fairs have been held. What is the educational value of such fairs? 10. Name a county of Ohio which contains valuable deposits of each of the following: Coal, iron, limestone, oil.

## PHYSIOLOGY.

1. Name the different kinds of joints found in the body and give an example of each. 2. Discuss the waste and repair of the body. 3. Define and give an example of each of the following: A system, an organ, a function. 4. Draw or describe the general plan of the blood vessels directly connected with the heart. 5. Show that the skin is a respiratory organ. 6. Give some hints for the care of the teeth. 7. What is the effect of the use of alcohol upon the bones? 8. Give three rules you would follow in reference to the hygiene of the school room. 9. Define four of the following: Cornea, cartilage, scapula, tympanum, lymph. 10. Mention foods which furnish a large amount of starch to the system.

## ARITHMETIC.

1. In division of decimals, how would you make clear to pupils the rule for pointing off the quotient? 2. What per cent. is gained in buying coal by the long ton at \$4.50 a ton, and selling it by the short ton at the same price? 3. \$360.00 Alliance, O., June 24, '92.  
Three months after date, for value received, I promise to pay to J. F. Mor-

gan, or order, Three Hundred Sixty Dollars, with interest at 6%.

A. B. FARNUM.

The above note was discounted at a bank at 6%, July 15, 1892. What were the proceeds?

4. Change: 1£ into United States currency; 8424 cu. ft. into cords; 4956 cu. in. into gallons; 8 bu. into cubic inches. 5. Bought sugar at 23% commission and 2½% for guaranteeing payment; the whole cost was \$1500; what was the cost of the sugar? 6. Reduce 25" to the decimal of a degree. 7. Formulate a rule for the reduction of improper fractions. 8. How many yards of carpet ¾ yd. wide will be needed for a room 20 ft. long by 13½ ft. wide, if the strips run lengthwise? If the strips run crosswise? 9. If a field is in the form of an equilateral triangle whose altitude is 4 rods, what is the cost of fencing in the field at 75 cents a rod? 10. A and B run a mile in opposite directions: A's running is to B's as 6½:5½; B gets four seconds start, during which time he runs 12-10 yards. Find when he will pass A.

#### GRAMMAR.

1. Classify pronouns. Write a sentence containing *one* used as an indefinite pronoun; *as* as a relative pronoun; *whose* as an interrogative pronoun. 2. Give four different uses for the participle and illustrate each with an original sentence. 3. Define: abstract noun; modal adverb; copulative conjunction. 4. Write all the infinitive forms of *thrive*, *die*, *lie* (to falsify), *set*, *shrink*. 5. Classify subordinate connectives and mention at least two words included in each class. 6. What are expletives? What can you say of their syntax? 7. Write sentences containing (a) a compound subject and predicate; (b) a preposition with a phrase object; (c) an infinitive object; (d) an independent construction with a participle. 8-9. Parse the italicized words in the following sentences: *a* There are at the present day certain groups of animals which are never found in fresh waters, *being unable to live* anywhere *but* in the sea. *b* We have *as* strong grounds for *believing* that *all* the vast area of dry land at present occupied by chalk was *once* at the bottom of the sea, *as* we have for any matter of history *whatever*. 10. Diagram or analyze *b* in the last question.

#### THEORY AND PRACTICE.

NOTE—Applicants will take the first group of four and either the second or third group of four.

1. What is the primary object of punishment? A secondary object? 2. Suggest suitable supplementary reading for fifth year work in a graded school. 3. Explain the relation of the following to the history of education: Froebel, Pestalozzi, the Jesuits. 4. What works on pedagogy have you read? What ones have you studied? Which book have you found most helpful? Why?

#### "OUR SCHOOLS"—CHANCELLOR.

1. Show that, according to Chancellor's statistics and comparisons, school teaching is the greatest single occupation in this country. 2. Give Chancellor's argument in favor of state aid to students in normal schools. 3. Which is the most successful teacher: the one who looks and plans toward the future, or the one whose thought is entirely occupied with present duties? Why? 4. Discuss the desirability of interesting parents in the work of the school. What is the attitude of the average American parent toward the school?

#### "THE METHOD OF THE RECITATION"—McMURRY.

1. Summarize McMurry's remarks upon the importance or non-importance of reviews. 2. Why is it essential that a teacher should have a well formulated plan for the presentation of a topic? What is the distinguishing feature of the author's model plan for the poem "Excelsior"? 3. "Character is the union of theory and practice"—McMurry. Explain the prime importance of this quotation as an educational maxim. 4. In the presentation of a topic according to the conversational method, mention three safeguards which will prevent the teacher from wandering from the subject in hand.

#### ORTHOGRAPHY.

1. Write words to illustrate the use of all the diacritical marks commonly employed in our language to indicate pronunciation. 2. Place the accent correctly on the following words: perfume, illustrate, topaz, recondite, symmetry,

mischievous, harass, museum, Genoa, referable. 3. Distinguish in meaning between correspondence and correspondents; ingenious and ingenuous; ere and e'er; veracious and voracious; at-tribute and at-trib'ute. 4. Give two rules of spelling which refer to the formation of the plurals of nouns. 5. Write the following: opinion, memorize, impugn, amiable, probably, align, oratories, tuberosity, phosphorus, sopranos, divisor, exaggerated, academies, excess, skillful, fulfillment, rigorous, liquefy, addition, bishopric.

### STATE EXAMINATION QUESTIONS FOR JUNE.

#### THEORY AND PRACTICE.

1. Mention three important acts of recent school legislation in this state. 2. Mention three educational books of note and give the author and the main features of each. 3. What factors should be considered in determining the promotion of pupils? Give arguments for and against semi-annual promotions. 4. Under what conditions is a pupil entitled to a certificate that will enable him to leave school and go to work? 5. Explain what means are provided by this state for the professional training of teachers.

#### CIVIL GOVERNMENT.

1. Name the chief county officials that are chosen by popular vote; the town officials; the city officials. What important offices connected with each of these governments are filled by appointments? 2. Who may vote in this state? What classes of persons are expressly excluded from voting? What length of residence for voters is required in the precinct? In the county? In the state? 3. How may the state constitution be amended? What amendments were adopted last fall? 4. How many grades of courts are there in this state? Briefly describe each. 5. What special power has each house of Congress? What restrictions are placed upon Congress in spending money? 6. How can the Constitution be amended without consulting the Senate? How can a congressman be removed? 7. How many members has the electoral college? How many electors has Ohio? How chosen? 8. Name the members of Roosevelt's cabinet. Give a brief account of each. What Secretaries of the Treasury have had a national

and lasting reputation? What Secretaries of State or Treasury have become president?

#### ARITHMETIC.

1. The sum of two numbers is 546, their G. C. D. is 21, and the difference of the other two factors is 8; find the numbers. 2. A man has  $4\frac{1}{2}$  hours at his disposal, how far may he ride at the rate of  $5\frac{1}{2}$  miles an hour, that he may return at the rate of  $2\frac{1}{2}$  miles an hour? 3. A and B are two stations 140 miles apart. An express train leaves A at 9 a. m., and arrives at B at noon; another express leaves B at 9:15 a. m., and arrives at A at 12:45 p. m.; how far from A do the trains pass? 4. A man has three grades of clover seed worth respectively \$3 $\frac{1}{2}$ , \$4 $\frac{1}{2}$  and \$4 $\frac{1}{2}$  a bu., which he wishes to mix so as to form a grade worth \$4 a bu. Form the mixture. 5. A milkman poured a pint of water into a gallon of milk, and then drew off a quart of the mixture; what per cent. of the water did he draw off? 6. By using a false weight for a pound, a grocer gains 25 per cent. on goods that are marked to gain 20 per cent.; find the number of ounces in the false weight. 7. A dealer sold through his agent a consignment of wheat, paying the agent 4 per cent. commission. The agent invested the proceeds for the consignor in two parts, after taking out commissions of \$300 at 2 per cent and \$280 at 4 per cent, and paying \$96.16 insurance and cartage on the goods purchased; find the value of the wheat. 8. An investor received a dividend of 4 per cent. on certain stock, which he invested in the same stock at 80. He then owned \$4200 of stock; find the dividend. 9. A note for \$300 with interest at 4 per cent., and payable in 90 days, was given at Newark, N. J., July 1, 1899; when cashed at a bank it yielded a proceeds of \$301.02; on what date was it cashed? 10. How many rods of fence are required to surround and divide into three equal share fields a rectangular tract of land three times as long as it is wide, and containing 16 A., 140 sq. rd.?

#### GEOMETRY.

1. Demonstrate: If from any point in the base of an isosceles triangle parallels to the legs are drawn, show that a parallelogram is formed whose perimeter is constant, and equal to the sum of the legs of the triangle. 2. Demon-

strate: If from the diagonal BD of a square ABCD, BE is cut off equal to BC, and EF is drawn perpendicular to BD, show that DE is equal to EF, and also to FC. 3. Demonstrate: If one of the acute angles of a right triangle is double the other, the hypotenuse is double the shortest side. 4. Demonstrate: The radius of the circle inscribed in an equilateral triangle is equal to one-third of the altitude of the triangle. 5. Construct a rectangle, having given the perimeter and the diagonal. 6. Draw a common tangent to two given circles. 7. Find the area of a solid generated by an equilateral triangle turning about one of its sides, if the length of the side is  $a$ . 8. If an iron ball 4 inches in diameter weighs 9 pounds, what is the weight of a hollow iron shell 2 inches thick, whose external diameter is 20 in.?

### RHETORIC.

1. Write original sentences illustrating the following: (a) antithesis in a balanced sentence, (b) climax in a periodic sentence, (c) apostrophe. 2. Distinguish between (a) propriety and precision in diction, (b) terse and florid style. 3. Write original sentences illustrating each of the following: metaphor, metonymy, synecdoche, alliteration. 4. Define verse, quatrain, common meter, sonnet, epic poetry. 5. Mention and explain two different forms of conclusion. 6. Give three subdivisions of the following subject and write a topic sentence for a paragraph under each subdivision: A Lonely Ride. 7. In a narrative what are the chief sources of interest? What is the object in narration? In exposition? 8. Give in detail directions for preparing a manuscript.

### LATIN.

1. Translate into Latin: "But there are men, fellow citizens, who say that Catiline has been driven by me into banishment." "There was a large plain and on it quite a large hill. This place was equally distant from the camps of Ariovistus and of Cæsar." 2. Translate: Cæsar obsidibus acceptis primis civitatis atque ipsius Galbæ regis duobus filiis, armisque omnibus ex oppido traditis in deditionem Sueiones accipit exercitumque in Bellovacos ducit. Qui cum se suaque omnia in oppidum Bratupantium contulissent, atque ab eo oppido Cæsar cum exercitu circiter milia pas-

suum quinque abesset, omnes maiores natu ex oppido egressi manus ad Cæsarem tendere et voce significare coeperunt sese in eius fidem ac potestatem venire neque contra populum Romanum armis contendere. 3. Translate: "Rationem pontis hanc instituit. Ligna bina sesquipedalia, paulum ab imo, præcuta dimensa ad altitudinem fluminis intervallo pedum duorum inter se jungebat. Haec cum machinationibus immissa in flumen defixerat fistucisque adegerat, non sublicae modo directe ad perpendicularum sed prone ac fastigate, ut secundum naturam fluminis procumberent, his item contraria duo ad eundem modum juncta intervallo pedum quadragenum ab inferiore parte contra vim atque impetum converse statuebat. 4. (a) Translate: "Introduxi Volturcium sine Gallis; fidem publicam jussu senatus dedi; hortatus sum, ut ea, quae sciret, sine timore indicaret." Parse dedi sciret and indicaret. (b) Ergo illum, qui haec fecerat, Rudinum hominem, majores nostri in civitatem receperunt; nos hunc Heracliensem, multis civitatibus expetitur, in hac autem legibus constitutum, de nostra civitate ejiciemus? What is the source of the above quotation? 5. Quote and translate the first seven lines of Vergil's Aeneid. Parse passus, conderet, and genus. 6. Translate:

"Cithara crinitus Iopas

Personat aurata, docuit quem maximus Atlas.

Hic canit errantem lunam solisque labores;

Unde hominum genus et pecudes; unde imber et ignes;

Arcturum pluviasque Hyadas geminosque Triones;

Quid tantum Oceano properent se tingere soles

Hiberni, vel quae tardis mora noctibus obstet."

What was the burden of the song of Iopas expressed in modern language. Are any of these questions answered in Physical Geography? 7. Give the argument of Book VI. of the Aeneid. 8. Write a short personal sketch of Cæsar, Cicero and Vergil.

### ENGLISH LITERATURE.

1. Of what two great departments does Literature consist? Of what are each of these divisions composed? Write a good definition of Literature. 2. State briefly the origin of the Eng-

lish tongue with dates. When did English become a separate speech or language? 3. Give a general view of the whole field of Literature by periods, arranging these periods in their most natural order. 4. Chaucer. Personal appearance? Education? Writings? 5. When, and under what conditions did art appeal to the people of England, and attract attention in verse, as well as prose? Briefly discuss the work of the monasteries in diffusing knowledge in early history of England. 6. Give a full account of the origin of the novel in Literature. Name the great novelists to the present time. 7. What is meant by the Renaissance? When does it begin? What are its fruits? 8. Who wrote the "Gold Bug"; "Pilot"; "The Lady of Shallott"; "Black Rock"; "The Christian"? Who is the author of the great character "Jean Val Jean." Where is it found? Silas Marner? "Old Scrooge"? 9. In American Literature name your favorite poet with quotations that will give reasons for your choice. The same for English Literature. Name the so-called Lake Poets of England, stating the field of work of each one. 10. Write a short critical essay on any one of the masterpieces: of Burke, Emerson, Milton, Macaulay, Webster, Holmes.

#### SCIENCE OF EDUCATION.

1. Discuss fully the personality of the teacher. 2. What professional training is now demanded of the successful teacher? What importance do you put upon the daily schedule of work? Discuss it fully. 3. Discuss school government under the following heads: obedience, nagging, rules, good habits, appeal to honor. 4. What do you suggest as the most rational treatment for laziness, carelessness and tardiness? 5. Discuss fully the subject of attention. 6. Discuss fully the art of questioning. Write at least ten principal questions upon a lesson supposed to have been studied by your pupils. 7. Write a short account of the advancement of education under State systems, selecting your own country and illustrations. How does the work of private schools, academies and universities, compare with those in efficiency that have had state aid and control? 8. How far is the work of the teacher responsible for the general conduct and character of the pupil when out of school?

Discuss the subject of the best incentive to good school work.

#### ASTRONOMY.

1. What important contributions to the science of astronomy were made by each of the following: Chinese, Chaldeans, Grecians. 2. State Kepler's three laws of planetary motion. 3. State what is meant by nutation and explain how it is produced. 4. Mention and define the different kinds of year and state the length of each. 5. Define asteroid. State Bode's law and show how it led to the discovery of the asteroids. 6. What is meant by a star of the first magnitude? Mention three stars of the first magnitude and give the name and location of the constellation in which each is found. 7. Describe two of the following constellations as to outline, principal stars and mythological history: Cassiopeia, Virgo, Lyra. 8. Describe the planet Venus as to size, distance from the sun, length of year, phases.

#### UNITED STATES HISTORY.

1. Who were the Separatists? Brief history of the Pilgrims and of their journey to the new world. 2. Tell the story of the Puritans. 3. What brought about King Philip's War? What effect did it have upon Massachusetts? Were there any other Indian Wars after that in New England? 4. Give an accurate account of Jefferson's administration as President; dates, events and figures. Be explicit. 5. Compare the life of the Western pioneer with that of the Colonists who came over in the "Mayflower." 6. How is the census of the United States taken? When? What is the present population of the United States? Area? When was steam brought into use in the United States? Name the chief libraries in the country in 1783. 7. Give the causes of the greatest wars in the history of the United States, with dates. Name the leading officers in each of these wars. 8. Write a brief account of Aaron Burr, bringing to your subject a discussion of the recent views in regard to Burr. Do you believe these recent attempts to elevate the character of Burr? 9. Name at least five of the leading war ships of the United States, with their captains. Who is the Commander-in-Chief of the armies of the United States, as provided by the Con-

stitution? Who is the present head of the army as appointed by the President? 10. Is there any reason why the capital of the United States should be removed to the Mississippi Valley? Do you think that will ever occur? Write a short account of the most momentous event of 1906.

### GENERAL HISTORY.

1. What recent discoveries in Egypt have brought to light the wonderful advancement made by that country more than two thousand years ago? What arts were known to the Egyptians which seem to be lost to us? Why is the Nile the most wonderful river of the world? 2. Tell the story of the Rosetta Stone. What did it mean to civilization? What does it mean to the scholar of today? 3. Name the "Lion's Brood." What brought about the final overthrow of Carthage? Why was Hannibal such an implacable foe to Rome? Locate Carthage. What Roman poet often referred to African scenes in his poems? 4. Alexander the Great. Name at least five of his great battles; five of his great generals, and five of his chief characteristics. What were the advantages to posterity of Alexander's conquests? What the disadvantages? 5. Give the causes of the Punic Wars and describe the battle of Cannae. Describe Hannibal's passage of the Alps. What other celebrated general crossed and recrossed the Alps? 6. Name the so-called bad Emperors of Rome, with reasons. It is said the Romans are the greatest road builders of history. Show that this is true. 7. Who was the first Christian Emperor? Give an account of his conversion and of his coronation. Tell the story of John Gutenberg. Name the greatest members of the family of the Medici. 8. Tell the story of William, Prince of Orange. 9. Name the great naval battles in the world's history with dates. Give some noted saying which has come down to us from the leaders in any of these events. 10. Name the greatest of the Tudors, the greatest of the Stuarts. What Stuart was driven from his throne? When was England ruled by a King who could speak no English? Name the present ruler of Norway; of Denmark; of Russia; of Spain. What has attracted attention to the Court of Spain recently? What recent change has been made in the government of the Czar?

### HISTORY OF EDUCATION.

1. Name the greatest of the Roman educators and discuss Seneca's pedagogy. In what way may Cicero be regarded as one of the world's greatest teachers? 2. Give briefly leading events in the life of Christ, and state the leading elements of his method of teaching. 3. Show by direct reference or quotation the source of Christ's power as a teacher. How did he make himself understood by every one? How did he reach the hearts of his hearers? How did he help them? 4. What advancement did education, (for male and female) make under the Feudal System? 5. What effect upon educational systems and education in general had the Crusades? 6. Trace in brief the rise of the universities. Where is the greatest university (in point of attendance) in the world today? What is the present condition of education in Arabia and in Russia? 7. Who are meant by the humanistic educators, and why are they so called? Who was the most noted of the humanistic educators? 8. Give a brief account of Jesuit education. What was Locke's great contribution to human learning? 9. Show that any history of education would be a failure without the educational history of Bacon. Full answer. 10. The same for Pestalozzi.

### MUSIC.

1. Distinguish between music and noise. 2. Explain your method of teaching music in school. 3. What importance do you attach to the ability of the regular teacher to sing? 4. Should pupils be taught to sing the names of the letters on the staff? Why? 5. Write the chromatic scale in the key of A flat. 6. Give a detailed account of your general and special training for teaching music. 7-10. Will be given orally.

### SCIENTIFIC TEMPERANCE.

1. State the law on this subject as to certificates and institutes. 2. Give the substance of Ohio's recent legislation on temperance. Do you approve it? Why? 3. State practical reasons for teaching this subject in the public schools. 4. Give in detail your method of teaching it. 5. Describe briefly in each of its three stages, the effect of alcohol upon the brain and mind.

## GEOLOGY.

1. Explain the formation of mountains. Name some of the more recently formed. 2. State in what county you live and what formation or formations are found there. 3. State the cause or causes of the California earthquake. 4. What is the probable condition of the earth's interior? Give proofs. 5. Name agents that are modifying the surface of the earth and discuss one of them. 6. Name and describe the different kinds of rocks. 7. Explain: *outcrop*, *dip*, *veins* and *dykes*, *denudation*, *Paleontology*, *geosyncline* and *amygdaloid*. 8. What evidences of geologic history are found in Ohio? Discuss briefly. 9. What do you regard as the oldest land in North America? Why? 10. How do you explain the existence of the great caves of the earth?

## POLITICAL ECONOMY.

1. Define value, money, wealth, and bimetalism. 2. How may real and nominal wages differ? 3. What is seigniorage? Of how many kinds of degrees may it be? Explain. 4. Explain the word competition in the economical sense. 5. Do industrial correspond to political entities? Why? 6. Give an argument for free trade. 7. What is "a single tax"? What is the influence of credit on prices? 8. What are the benefits of trusts? The evils? How does the invention of labor-saving machinery benefit labor?

## BOTANY.

1. Define morphology, umbel, venation, cryptogam, pepo, dicotyledon. 2. How are plants and animals mutually beneficial? 3. Name two flowers and write out the analysis of each. 4. What useful plants has Europe given the world? Asia? North America? 5. Make drawings of the different kinds of leaves as to general outline, base, apex, margin, etc. 6. Name the main divisions of fruit and some structural advantages of each. 7. Explain sap movement; osmose; endosmose; exosmose. 8. Name the parts of the typical flower and state the use of each. 9. Define dehiscent and indehiscent and give an example of each. What is a raceme? A cyme? A spike? 10. Explain the chemistry of vegetation.

## GRAMMAR AND COMPOSITION.

1. What is a gerund? Give in sentences all the forms and constructions the gerund may have. 2. Which is the more important, the function or the form of a word? Why? Illustrate. Name the modes. 3. Name the constructions in which *as* may be regarded as a relative pronoun. Give illustrations. Define idiom. 4. What is meant by auxiliary of voice, mode, tense, and style? Illustrate. 5. Define inflection. What parts of speech are inflected? Name and give an illustration of each kind of inflection. 6. Name the divisions of Grammar and state your reason for the divisions you make. What is the relation of grammar to composition work in the different grades? 7. Define infinitive. Give the origin of the infinitive. Name and give five constructions of the infinitive. 8. What are strong verbs? Weak verbs? Give illustrations. Explain the different uses of *shall* and *will*. 9. Outline a composition on *Amusements*. 10. Analyze or diagram: (a) 'Tis not new facts that avail, but the head to dissolve everybody's facts. (b) The weeds, you see, have taken the liberty to grow, and I thought it unfair in me to prejudice the soil towards roses and strawberries. (c) Some one said to a young author, "Do not pull up your show curtains until you have something to show."

## PHYSIOLOGY.

1. Define physiology and hygiene. 2. Trace a drop of blood through the circulation. 3. Name the bones of the head. 4. Name the tissues of the body. 5. State the importance of excretion. Name the organs designed for excretion. 6. Show the importance of proper ventilation in a school room. How ventilate a school room properly? 7. Define cornea, metacarpal, bone, bacteria, bicuspid, schlerotic, tibia, cilia, stapes, cochlea, perilymph.

## ZOOLOGY.

1. Define zoology and name its related sciences. 2. Name several great naturalists. What do they teach? 3. What does the history of animal life in rocks show? 4. What do the rudimentary toes within the horse's hoof teach? 5. Describe the organs of respiration in the ox, frog and seal. 6. Classify: man, whale, oyster, opossum. 7. In wormy fruit, does the worm bore its way in or out? Explain.



## PHYSICS.

1. Find the pressure on one side of a cistern 6 feet square and 10 feet high.
2. How great a power will be required to support a ball weighing 90 lbs. on an inclined plane whose length is 10 times its height?
3. Distinguish between static and dynamic electricity. State the physical, chemical and physiological effects of voltaic electricity.
4. Show that rest and motion are relative terms. How is the resultant of two component velocities at right angles to each other found?
5. Give a brief account of wireless telegraphy.
6. Define vaporization and dew-point. Give three laws of vaporization.
7. Explain the phenomena of total reflection of light. What color predominates in artificial light?
8. How high a column of water can the air sustain when the barometric column stands at  $27\frac{1}{4}$  inches? Name some solids that will volatilize without melting.
9. What is the density of a body that weighs 57 gms. in air and 45 gms. in water? How low a degree of temperature can be determined with a mercurial thermometer?
10. Show by a diagram how the secondary axes of a lens mark the limits of the image. How does Physics differ from Chemistry? What are the two latest discoveries in Physics?

## CHEMISTRY.

1. Define filtrate, triad, halogen, reagent, isomerism.
2. Write chemical names ending in -ic, -ate, -ous, -id, and give the meaning of each of these terminations.
3. State and illustrate the periodic law. What important service has this law rendered to chemistry?
4. Write the chemical name for each of the following:  $\text{HN}_3$ ,  $\text{PO}_4$ ,  $\text{HgCl}_2$ ,  $(\text{C}_2\text{H}_5)_2\text{O}$ ,  $\text{As}_2\text{O}_3$ ,  $\text{K}_2\text{Al}_2(\text{SO}_4)_4$ .
5. Draw a vertical section of a candle flame, showing its structure. Indicate on the diagram the part of the flame having (a) the greatest luminosity, (b) the greatest heat. Explain in each case.
6. Define fermentation. Describe a laboratory experiment to illustrate fermentation, writing the reactions.
7. Mention three important ores of iron. Compare, as to physical properties and amount of contained carbon, cast iron with (a) wrought iron, (b) steel.
8. Describe the occurrence of sulfur in nature. Describe the process of extracting sulfur from one of its ores.

## LOGIC.

1. Define Logic. What is the distinction between Logic and Rhetoric?
2. State the dictum of Aristotle, and write out the forms separately.
3. Give the logical axioms which determine the agreement or disagreement between major and minor terms.
4. What is the sorites? Give an example.
5. What is induction? Deduction? Analogical reasoning? Which is most certain? Which most used now?

## PSYCHOLOGY.

1. Define and illustrate apperception.
2. What is meant by ideomotor action? Show how it differs from reflex action.
3. Distinguish between verbal memory and logical memory and show the value of each.
4. Why does Froebel insist that children shall *handle* the kindergarten gifts?
5. State the law of contiguity. Illustrate.
6. State the difference between intuitive and deliberative judgment. Give an illustration of each.
7. (a) What is astigmatism and how detected? (b) Explain myopia and methods of detection. (c) Discuss the influence of excessive astigmatism and myopia on the school work of children.
8. Does the order of development of the soul's powers justify or condemn the ordinary curricula of studies of the common school and the high school?

## GEOGRAPHY.

1. Describe Foucault's experiment to prove the rotation of the earth.
2. What changes in natural conditions would cause the Tropic of Cancer to pass through Columbus, Ohio? Under this condition how would climatic changes in Ohio compare with those that now occur?
3. Name and locate three cross valleys dividing or partially dividing the Appalachian mountain system, and show how they facilitated the settlement and development of the western plains beyond.
4. What natural conditions favor the growth of (a) a commercial city, (b) a manufacturing city? Give two examples of each in the United States.
5. Name the dependencies of the United States and explain how we obtained each.
6. Which side of an east and west street in New Orleans is the sunny side? Buenos Aires? Rome?
7. Mention a fact of interest pertaining to each of the following places: Lisbon, Naples, San Francisco, Galveston, Johnstown.
8. Of what

political divisions is the German Empire composed? Which political division is the largest? Which of the several rulers is constituted emperor?

### BOOK-KEEPING.

1. Define book-keeping, day-book, cash-book, journal and ledger. 2. Show the difference between single and double entry book-keeping. 3. Write a statement, a receipt, a promissory note and a time draft. 4. Define invoice, acceptance and bill of lading. 5. Rule sheets for a complete set of double entry books. 6. Railroad bonds bought at  $87\frac{1}{2}$  bearing 7% interest yield what per cent. income to the purchaser? 7. Required the cost of a 60 day draft for \$3,000, exchange being  $1\frac{1}{4}\%$  premium and interest 6 per cent.

### READING.

1. Explain the method of teaching reading to beginners which you prefer. Give reasons for your preference. 2. At what stage in learning to read should pupils learn the names of the letters of the alphabet? Reason. 3. What relation in teaching reading exists between a knowledge of things and a knowledge of words? 4. What are the chief requisites of good reading? How do you cultivate a taste for home reading in your pupils? 5. Show what relation, if any, exists between reading and spelling. 6. What is your plan of teaching vocal culture?

### ORTHOGRAPHY.

1. What do you regard as the best method of teaching spelling? Reasons. 2. Give the substitutes for ch and sh. 3. Define mute. Give the mutes. 4. Give two valuable rules for spelling. 5. Give the substitutes for short a. 6-10. Spell correctly, indicate the pronunciation of and define: 1. quizz; 2. protege; 3. epalet; 4. hymenial; 5. falacy; 6. hyatus; 7. karbin; 8. selery; 9. acowstic; 10. acerbity.

### TRIGONOMETRY.

1. Prove the theorem of the sines. 2. From the fundamental formulas deduce the formula:  

$$\tan \frac{1}{2} (A+B) = \frac{a+b}{a-b}$$

$$\tan \frac{1}{2} (A-B) = \frac{a-b}{a+b}$$
 3. Define the cosine, contangent and cosecant of an angle, and prove that

these ratios remain unchanged so long as the angle is the same. Find the value of these three ratios for an angle of  $45^\circ$ .

4. Prove the formulas:

$$(1) \sin A = \sqrt{1 - \cos^2 A}$$

$$(2) \cos A = \sqrt{1 + \tan^2 A}$$

If  $\sec A = \sqrt{2}$ , find  $\tan A$ .

5. Prove that  $\cos (A+B) = \cos A \cos B - \sin A \sin B$  and  $\cos (A+B+C)$

$$= \cos A \cos B \cos C - \sin A \sin B \sin C$$

6. Show that  $\cos^2 A \tan^2 A + \sin^2 A \cot^2 A = 1$ . 7. What is meant by the circular measure of an angle? How is the number of degrees in an angle found from its circular measure? How many degrees are in the unit of circular measure?

### ALGEBRA.

1. Simplify:

$$(a) 1 - (1 - a + [1 - (a - a^2)]) - \{1 - a - a^2 - a^3\}$$

$$(b) -\frac{(x-y)}{(x-y)} - \{-(x+y) + [(x-y) - (x-y) - 2x - 3y + x]\}$$

2. Divide:

$$(a) \frac{x^3 - x^2 - x^3}{(x^2 + y^2)} \text{ by } \frac{x^3 - x^3}{(m^2 + n^2)}$$

$$(b) \frac{(x^2 + y^2)}{(ny)^2 + (xn - my)^2} \text{ by } (mx + ny)$$

3. Factor:

$$(a) \frac{x^2}{ab} + x - 2ab$$

$$(b) \frac{1}{x^2} - \frac{1}{y^4} + \frac{4}{y^2} - 4$$

4. Simplify:

$$\frac{3abc}{bc+ac-ab} - \frac{a-1}{a} + \frac{b-1}{b} + \frac{c-1}{c}$$

$$\left. \begin{aligned} x-y+z &= 0 \\ (a+b)x - (a+c)y + (b+c)z &= 0 \\ abx - acy + bcz &= (a-b)(a-c)(b-c) \end{aligned} \right\} \begin{array}{l} \text{find } x, y \\ \text{and } z. \end{array}$$

$$6. \sqrt{x} + \sqrt{x+1} = 1, \text{ find } x.$$

$$7. x^2 + \frac{1}{x^2} + 3(x - \frac{1}{x}) = 8\frac{1}{2}, \text{ find } x.$$

$$8. \left. \begin{aligned} x^2 + y^2 &= 43 \\ x + y^2 + 19 & \end{aligned} \right\} \text{ find } x \text{ and } y.$$

# THE OHIO EDUCATIONAL MONTHLY

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## FROM LOWELL'S CONCORD ODE.

Maiden half-mortal, half-divine,  
We triumphed in thy coming; to the brinks  
Our hearts were filled with pride's tumultuous wine;  
Better today who rather feels than thinks;  
Yet will some graver thoughts intrude  
And cares of nobler mood:  
They won thee: Who shall keep thee? From the deeps  
Where discrowned empires o'er their ruins brood,  
And many a thwarted hope wrings its weak hands and weeps,  
I hear the voice as of a mighty wind  
From all heaven's caverns rushing unconfined—  
"I, Freedom, dwell with Knowledge: I abide  
With men whom dust of faction cannot blind  
To the slow tracings of the Eternal Mind:  
With men by culture trained and fortified,  
Who bitter duty to sweet lusts prefer,  
Fearless to counsel and obey:  
Conscience my scepter is and law my sword,  
Not to be drawn in passion or in play,  
But terrible to punish or deter,  
Implacable as God's Word.  
Like it a shepherd's crook to them that blindly err,  
Your firm-pulsed sires my martyrs and my saints,  
Shoots of that only race whose patient sense  
Hath known to mingle flux with permanence,  
Rated my chaste denials and restraints  
Above the moment's dear-paid paradise;  
Beware lest, shifting with Time's gradual creep,  
The light that guided shine into your eyes:  
The envious Powers of ill nor wink nor sleep;  
Be therefore timely wise,  
Nor laugh when this one steals and that one lies,  
As if your luck could cheat those sleepless spies,  
Till the deaf fury come your house to sweep."  
I hear the voice and unaffrighted bow;  
Ye shall not be prophetic now,  
Heralds of ill that darkening fly  
Between my vision and the rainbowed sky.  
Or on the left your hoarse forebodings croak  
From many a blasted bough  
On Igdrasil's storm-sinewed oak,  
That once was green. Hope of the West, as thou.  
Yet pardon if I tremble while I boast,  
For thee I love as those who pardon most.

## THE SCHOOL OF YESTERDAY AND TOMORROW.

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BY HON. W. W. STETSON, AUGUSTA, MAINE.

The school of yesterday, as known by those who would have grown gray in the service if their hair had held out, was an institution which made possible such training of boys and girls that they became men and women fitted to run the world and manage the universe.

It was primitive in its physical appointments, "variegated" in its course of study, vigorous in its student body and influential in its teaching force.

Its playground was too often the public highway and its sanitary equipment was usually limited to ample facilities for ventilation. It was devoid of every form of decoration, even its desks could not be counted artistic, although they were hand carved.

Instruction was given in sundry subjects and a branch from the orchard. It was a neighborhood university in which language was mastered, the mysteries of science were investigated, the terrors of the law made known, habits of research inculcated, and the power of independent thinking and deciding developed. Work was counted a privilege and tasks were accepted as fortunate opportunities. While the ends aimed at were not always the country's, yet it vindicated the

merits of the much exploited *Batavia* system. It has demonstrated that the child learns things more thoroughly when left to himself and allowed to stumble through the twilight of ignorance into the daylight of mastery. It also saw the necessity of individual help suited to the needs of the individual child.

It has earned the halo belonging to an agency which gives life and gives it abundantly. It rejoiced in boys and girls of abounding physical vigor, of ambitious and virile mental fibre and of sensitive moral quality. Its pupils were filled with the longing and possessed of that power which made it easy for them to hew a pathway through a forest of difficulties into a clearing of opportunities, and in the new fields opened by their exertions perform the work necessary to the building of a Nation.

Its teachers were men and women who were in earnest, — and hence profoundly concerned for the welfare of those placed under their care. They were fearless and self-sacrificing. They gave not only their time, but themselves to directing, inspiring, helping the boys and girls.

The old time school had its weaknesses, but these have passed from

our remembrance. It had its virtues, and those are cherished as the fountains from which have flowed the best effort, thought, and feeling of to-day. May the benedictions of Heaven rest upon the institution that has been a blessing to our Nation.

The school of to-morrow is to be the center around which the best interests of the community will cluster. Its grounds will be ample and attractive. They will furnish facilities for illustrating the daily activities of the community in which the school is located, and provide opportunities for sports and social functions.

The building will be simple and inexpensive in its construction, and a means of culture, because of its architectural correctness.

The schoolrooms will meet all the requirements necessary for the highest mental and artistic training of boys and girls. The rooms will be provided with sittings of such pattern that they may be easily put aside thus rendering the building fit for social and literary assemblies.

The school in all its details will be so administered that it will contribute to the training of the entire community in those lines which fit people to live together with pleasure and profit. It will make such studies and investigations, of the industries most followed in the community in which it is established, as will interest the children in the tasks of their parents and fit

them to be skillful workers in local industries. It will make possible a familiar acquaintance with all forms of life found in the region of the school and will give the uplift incident to an appreciation of nature. It will also furnish opportunities for study of the composition of the soil and the products grown therein.

In a word, without using the terms, the child will become familiar with that sociology which will make him a useful and companionable citizen; with the system of mechanics best fitted to acquaint him with the sciences underlying the work to which he must give the most of his time; develop that friendship for biology that will give him sympathy with the life found in plants and animals and acquire that knowledge of chemistry which will help him to understand the relation of the elements composing his body and affecting his life. His work in language, mathematics, science, history and art will be so conducted that they will contribute to his acquiring such a knowledge of these four corner stones of modern civilization that he will be master of the situation in which he is placed and not a victim of his surroundings.

The school of to-morrow will be characterized by all the conditions which obtain in the best home. Quietness of conduct and faithfulness in work will be its crowning virtues. The boys and girls will be

human boys and girls, but will also be humane boys and girls. They will respond to the influence of a personality which is devoted to their betterment.

The teacher will be less in evidence than her predecessor. She will know the subjects taught, but she will have less confidence in the instruction given, the method used and the recitations conducted. She will rely more upon her personal associations with the child and her suggestions to him, and she will let him work out his own salvation. She will encourage the growth of the individual in the student. She will be concerned for the plodder and the wayward, the genius and the unbalanced, and she will do or refrain from doing as the insight born of sympathy dictates. She will realize that she may serve best when she stands and waits. She will know that it is the child who needs attention and not the school that suffers from lack of administration.

The school of the future will be the pride of the community; it will also be its focus. Social life will find its most common expression

on its grounds and in its rooms. Ample opportunities will be given for studying and being taught by works of art. It will also be the place for research, investigation, reading, deciding issues and the solving of those problems which affect the community and determine the extent and quality of its life.

It will be one in the trinity which makes up the sum and substance of the neighborhood of which it is a center.

It will be in sympathy with the home and in harmony with the church, and these, working together, will give us boys and girls observant of conventional forms, responsive to moral appeals, eager for intellectual training, ready for productive labor and fit for American citizenship.

The school of yesterday did its work well enough to render possible the school of to-day. The school of to-morrow will retain all of the past that is worth preserving. All of the present that is worthy will add its contribution and it—the school of tomorrow—will stand pre eminent for usefulness in the distinguished list.

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### THE TEACHER'S HEALTH.

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BY DR. T. S. LOWDEN, CLARK UNIVERSITY, WORCESTER, MASS.

Recently I took my meals where four women, public school teachers, with an experience of from five to nineteen years in the work, were

boarding. All four were taking medicine. Two of them, from ill-health, were obliged to give up their studies in the summer school be-

fore it closed ; while a third hung on at her studies, pale, weak and emaciated, hoping to hold out, get sufficient knowledge to obtain a teaching license in a far distant state where she was teaching, believing her health might perhaps be improved. The fourth, no one could call robust, but she applied herself diligently to her studies.

Did these four sick school teachers through their ailments gravitate together? I admit that in matters of health like seems to attract like. Complaining is catching, and many delight in exchanging "notes" on their feelings and ailings. There's encouragement in the "swapping." However, this grouping was a mere "happen so." But in truth there is a deal of ill health among teachers, more than school boards and the public dream of. Is this because teaching inherently attracts the physically weak? Is it that these are encouraged to "take" to teaching? Is it that the work of the teacher in the modern school is extremely arduous, so taxing that it is a great health consumer? In the old-time school the halt and infirm were regarded quite fit to do the work of the teacher. Indeed, the school was just the place for such, and it is feared that this spirit is not yet wholly dead, for every now and then I hear of a school board or community that seems to hold the public school as a sort of charitable institution where the poor, needy and weak by teaching

may find support. However, this attitude is slowly but happily changing and the time must soon be here when one of the most essential qualifications for certification will be "sound body," especially no pulmonary catarrhal or stomachic ailments, for under the most propitious conditions the work in the modern school is not conducive to health.

Why so? The life of the conscientious, progressive, enthusiastic teacher is a most strenuous one. When is her work done? What with grinding out certificates, improving professionally, broadening the life, teachers' meetings, associations, institutes, summer schools, church and Sunday-school work, all in addition to toil in overcrowded schools, saying nothing of the many extra hours within and without the schools, visits to pupils and parents, often so necessary, regular nightly routine tasks of preparing work for the morrow, poring over desks heaped high with written work to be examined and corrected, the most nerve-consuming of all the teacher's duties. Then what of the environment of her labors, the mechanical conditions under which she works? The hygiene of the school-room is yet far from the ideal: uneven temperature, irregular light, dazzling or gloomy, improper wall coloring, poor ventilation, crayon dust that seldom settles except in the lungs of teachers and pupils, "miscellaneous"

dust, filth and gases found in the average school room. Then add the teacher's oft long standing on the feet, much use of the voice, intense light streaming in upon her eyes, the daily groove-grind of the school, mechanical drill, discipline, competitions, following out minutely the too frequently complexly detailed course of study, allowed little or no initiative, fear of displeasure of superintendent, principal, school board and loss of position. Is it any wonder that teaching in the public schools undermines the health and particularly with those who by nature and training have not poise?

In its very nature teaching in the public schools under the best condition is hard, and I here desire to say a few words that may perchance put teachers on their guard, especially the young, who, as yet, feel no diminution of the health-capital, that they may preserve it, for it ought by all means be preserved in the interest of the child and the race.

Teachers are a "restless set," more so, by far, it seems to me, than those laboring in any other profession. The conditions of their work make them nervous. They worry. They worry much. I wish to say something about worry. It is the bane of the teacher's health. Indifference of the teacher for her work and responsibility, it is surely true, is death-dealing to the school, but worry consumes the teacher.

It is an open enemy to her well-being. The root of the word in the Anglo-Saxon is *worowen, wirien*, "to strangle" gives the best conception of worry. To worry is to strangle the life. It is manifest in anxiety, undue solicitation and fretting. It makes despondent and impotent the strongest, undermines the health as nothing else can, and is largely responsible for filling the hospitals for the insane. It is the bane of all life, health, progress and happiness. Teachers sleep with their trials and troubles; "pillow" their day's doings and worries. Here are a few of the many answers to a questionnaire sent out to teachers a short time ago. These answers are conclusions as to the evil effects of worry: "Worry, for me, brings dyspepsia and nervous disorders." Another says, "Depression and worry have broken my health"; still another, "I should be well did I not worry." "My poor health is decidedly improved when I forget to worry." A teacher of forty writes, "Anxiety speedily produces certain bodily symptoms, if continued; and lowered physical conditions mean less ability to do good intellectual work. So certain am I of this fact in my own experience that I defer decisions requiring my best judgment until I am physically at my best." A physician at the head of a sanitarium for nervous diseases writes me, "many people who nervously break down do so not from over-work so much



as from worry or mental unrest. A child under the care of a cross, fretful person will become impatient and less likely to resist disease. Many very sick recover when cheerful faces are before them and encouraging words are spoken while gloomy countenances and discouraging words often prove fatal."

The normal school should turn out teachers of vigorous body and minds with which to begin the work of teaching. My questionnaire sent to two of the leading normal schools in this country brought forth the following typical answers. Many in these two schools object to the hurried lunch period. These statements are principally from young women. *Three* speak of the mental work being too long and difficult where *one* enters no complaint. "I fear a break-down"; "I am ruining my health"; "I am growing nervous"; "I'm so tired"; "Can't rest"; "Never get to do anything but study"; "So much study makes my head ache"; "I have to do more than I ought"; "Don't have time to eat"; "Can't have time to exercise"; "Have too much work and I worry"; "I have to study on a full meal"; "The work is too hard and long"; "The application is too close"; "There's too much night study"; "More outdoor exercise would help my nervousness." "Exercise in the open air only saves me"; "Do less than I did and I am more steady, overwork and worry do not pay."

Teachers are prone to neglect physical exercise in the fresh, open air. Nothing is more conducive to their health than this so much neglected. Gymnastics, bed-room apparatus, physical culture and mechanical appliances can not take the place of play, games and other open air exercise, as walking riding, rowing, swimming, skating, hill-climbing, gardening, tennis, ball, etc.

Teachers should give great care to ventilation of their bed rooms and their breathing. Their bed rooms should be large and airy. The windows should be pretty much open in the coldest weather even. Pure, fresh air in abundance, not any particular locality, is the only cure for pulmonary troubles. Through lack of deep breathing we fail to develop our full lung capacity, so essential to robust health. The Japanese are strong and enduring, for by deep-breathing practice from infancy they have developed great lung capacity. The teacher's life, which is sedentary, tends strongly to chest contraction; then add to this the unhygienic life in the school rooms, it is no wonder that so many are colorless and nervous. I quote from two manuscripts sent me by teachers on the value of deep breathing. A man of forty writes: "While inheriting a fairly good constitution, still at twenty I showed signs of weak lungs like my father. For several years I took daily exercise in deep

breathing until I developed a chest measurement surprising to myself and friends who knew me as a boy." A young woman teacher writes, "I feared weak lungs from heredity. To strengthen them I have used my knowledge of the Swedish system of physical culture to formulate a special series of exercises adapted to my needs. These exercises are for flattening the shoulder blades, chest expansion, and better respiration. I take these exercises morning and night. I take long walks and row much."

My studies show that many

teachers are guilty of drenching their bodies with drugs, and not a few are given to the use of patent nostrums. Few things are more detrimental to health than the habit of much medicine taking, especially "patents." The best physicians are giving but little medicine, and teachers should consult only the best physicians, and these only when a study of one's self and care and study as to one own peculiar constitution, diet, rest, exercise, etc., seem to avail not.

In a subsequent article I shall speak of diet, sleep and recreation.

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## INSTINCT. WHAT IS IT?

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BY MARGARET L. MCINTIRE, OSTRANDER.

There is a certain subtle, intangible something in the natures of men and animals which causes them to perform the duties necessary to their existence and development. This trait, which has so great an influence on life, is called instinct.

Now what is instinct? Turning to Webster, we find this definition given: "An inward impulse which directs one to commit some act without a thought of the end to be obtained. A certain aptitude, whether acquired or natural. A propensity prior to experience and independent of instruction."

Specifically, in the lower animals a natural impulse which incites them

to the actions that are most necessary to their existence and development, and one that reason would approve as conducive to their welfare or to some useful end, or animal sagacity.

That which is called sagacity in animals is called intelligence or intellect in man, and while they seem to be of the same nature there is a very great difference, man's intellect being vastly superior to animal sagacity and capable of a high degree of development.

You may have noticed how unable you are to avoid closing the eyes when an object passes near them. You may be quite sure that

the object is not going to touch you, but even with this conviction, you can not help blinking. This is what physiologists call reflex action, but it has all the characteristics of an instinct.

The spider weaves a silken bag in which she deposits her eggs, and by this means carries them with her. As long as she has this with her she is happy and contented, but when the eggs are removed she is disturbed and dejected and becomes happy again only when they are restored. This you may call animal sagacity, but the same idea characterizes mother love and is called maternal instinct.

There is a certain kind of wasp which builds a cell, places in it her eggs and at the same time places in the cell a caterpillar as food for the young wasps. Now something tells her that if the caterpillar were alive it might struggle enough in its efforts to get out to injure the egg, and if it were dead it would be unfit for food. Therefore the wasp stings the caterpillar several times, until it is paralyzed but not killed. The wasp thus furnishes a constant supply of fresh food for the young. To people unacquainted with the organism of the insect, this might denote a high degree of intelligence, but to those who know the insect, it appears to be instinct.

Animals take refuge in flight when disturbed; cats and dogs have a natural antipathy; birds are alarmed by the presence of foreign-

ers in their nests. All these traits of fear, alarm, love and hatred, naturalists call instinct.

Man has all these instincts of animals and many others, and taken together they determine his course of behavior through life.

There is so great a number of instincts and they are so closely connected with our welfare that there are very few of the acts of life which are not more or less deeply colored by instinct.

Instincts may be divided into two classes: first, those which are instrumental in broadening and refining human character; and second, those which are instrumental in narrowing and debasing human character.

We generally speak of those traits which exist at birth as natural instincts. Some of these natural instincts are fear, hope, play, faith, courage, jealousy, generosity, timidity, selfishness, rivalry, ambition, curiosity, secretiveness, hatred and love, whether filial, paternal, sexual or patriotic. All of these traits may not appear in the child, but when the need arises, the instinct will appear to satisfy the need.

In childhood we find that curiosity is one of the greatest traits. Very early the child begins to show his curiosity by asking what? and why? and the thousand and one questions of childhood. It is a wise parent, a wise teacher who answers those questions aright, for it is the satis-

fyng of curiosity which secures knowledge.

Another instinct of childhood is fear. Fear is apt to last far into adult life and is apt to make one timid and secretive. Jealousy is another instinct which has a vile influence, and is very apt to cause one to become distrustful and sarcastic.

Courage, boldness, aggressiveness, ambition, all exert great power and help one to work with vim, energy and success. Lincoln was enabled by courage to carry his work to a successful issue during the dark days of our country. Ambition made Napoleon famous and a world power. But ambition is sometimes self-centered and causes ruin. There may be ambition for many things and each shows by its nature what sort of man is the person, in whom it exists.

You can find no such anomaly as a useless instinct, for every useless thing soon disappears, while useful things tend to perpetuate themselves. Just as the fish in Mammoth Cave have become blind because they did not use their eyes, so you may find some instinct that

has become weakened by disuse or may have disappeared.

By following instinct, habits are formed and by repetition habits establish character. By his own determination, man may restrain or develop his instincts and whether conscious of the decision or not, he determines for himself what his course of action shall be.

Civilization is only a result of the training of the higher instincts and the great difference between the savage and the civilized man lies in the development of their instincts.

Education is the great factor in civilization, so we must educate ourselves to be able to so control our instincts that we may repress the bad and cultivate the good instincts and so build characters which shall stand the storms of life.

And to the man who can so control his instincts that courtesy and generosity may conquer envy and jealousy; hope and courage may crush fear and cowardice, and sympathy and love drive out hatred and self-centered ambition; to him the world offers generous rewards.

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## CONCERNING AMERICAN LITERARY MASTERS.

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BY LEON H. VINCENT.

The editor of THE OHIO EDUCATIONAL MONTHLY asks me to say a few words about a new volume of critical studies entitled *American*

*Literary Masters*. The understanding between us is that, in so far as I can conscientiously do so, I am to speak in favorable terms of the

book. The task is not without difficulties when one takes into account my relation to the book in question. I could much more easily praise the writings of someone else. But it has been represented to me that I am under obligations to accede to the editor's request.

That very delightful character, Tammas Haggart of *A Window in Thrums*, thought it altogether too much to ask of a man that he make a joke and appreciate it too; 'twas doing two men's work. Tammas would have found himself in a greater quandary had he been required both to make a book and publicly call attention to its virtues after it was made. The position of the editor of the OHIO EDUCATIONAL MONTHLY is, however, easy to grasp. He thinks, quite rightly, that, since the Reading Circle has been good enough to put the *American Literary Masters* on its list for the coming year, the author of the volume ought to do what he can to persuade the Reading Circle they have made no mistake. In other words, for the good of the cause the author must be willing to sacrifice a large part of that attractive modesty and exquisite reserve for which authors have always been notorious.

At best the task set me is a difficult one. For twenty years I have been trying through my lectures to interest people in the work of men of letters. This not inconsiderable practice is, however, of little help

towards the writing of a paper such as that the editor demands of me. But even when we writers are not at all certain as to our success in carrying out an idea, we can take a firm stand as to the intrinsic value of the idea itself. The method or plan on which the *American Literary Masters* is written has much to recommend it, for it is only a modification of a plan employed by one of the most eminent of French men of letters, M. Emile Faguet. The great delight I had in reading Faguet's volume of literary studies entitled *Dix Septième Siècle* led me to cherish the ambition of making a book on American literature in which I should follow the same idea in so far as lay in my power to do so. Readers of *American Literary Masters* have therefore to thank M. Faguet in case they find the arrangement of the material of unusual help in their studies.

The use of criticism is various. Writers like Arnold, Dowden, Lowell, Frederick Harrison, and Augustine Birrell are read quite as much for themselves as for the sake of the authors they discuss. None the less do they fulfill one great function of civilization which is to stimulate us to go back to the great books and read those great books anew. All criticism from the highest to the humblest ought to have some such effect. No matter how penetrating a critical essay on *Hamlet* may be, it fails of its most practical end unless it

makes the reader far less eager to accept the critic's conclusions than he is to take up *Hamlet* again and read and re-read the wondrous play for its own sake and with immensely heightened interest.

My ambition in preparing this series of studies on nineteen eminent American men of letters is to make more readers for our American classics. These men are worth while. We don't read them enough. It is astonishing how little interest many cultivated people feel in the masters of American letters. Such people know the *Rubaiyat* by heart, but so languid is their interest in Longfellow that they have never given themselves the trouble to read *The New England Tragedies* or the *Michael Angelo*. The attitude is unfortunate. And so, while I have tried to pronounce judgments that would commend themselves for reasonableness and catholicity, I have been desirous above all of making more readers for the books herein discussed. People do not need to be told that such books exist. They know perfectly well all about them; but they are so desperately bent on keeping up with the latest novel that they will put to one side books which have every virtue except the virtue of being new. If in my chapter on Lowell the paragraph devoted to *Fireside Travels* shall have the effect of making a few more readers for that charming volume, then has my book in some

slight degree accomplished its purpose.

But it is not enough to read an author's most popular or most genial book and to judge him thereby. The author cannot, of course, be judged aright unless emphasis is laid on that book; but it is perfectly true that some minor and almost forgotten piece of writing often contains the key to much that is enigmatic in his character. A case in point is Cooper's *American Democrat* and his *Travelling Bachelor*. No doubt Cooper will always be known by his romances of the forest and the sea, by *The Pilot*, *The Rover*, *The Last of the Mohicans*, and *The Prairie*. We value this gifted man for his excellent delineation of seamen, soldiers, hunters, and Indians. He could do other things, however,—not so well as these perhaps, but at all events well enough to deserve our careful attention. I could wish that more people might be persuaded to read Cooper's *The Travelling Bachelor*, if not all of it, at least four or five chapters. We are always eager to know what foreigners say of us. Why not take the trouble to read this account of America by one of ourselves? And when you have satisfied yourself (it will not be necessary to read the book to the end) take up the *American Democrat* and learn how Cooper regarded American institutions at yet another period of his career.

All through the book I have tried

not to neglect the lesser and almost forgotten writings of those distinguished men of letters. Only a word or two could be given in each case, but enough, it is hoped, to set the reader on the right track. There is much profit, as well as amusement, to be had from such study.

A word about the bibliographical notes. They are necessarily brief, but all the important sources of biographical information are given in a foot-note at the beginning of each chapter. By means of them it will be possible to verify or correct my statements, and to fill out those

parts of the narrative which seem too condensed. Not only is each of the books mentioned an abundant source of material for the student, but also it is a guide to yet wider readings.

I trust that the members of the Ohio Reading Circle will undertake those readings and that my book may be in some measure responsible for such undertakings. We have in America a rich and varied literature. Let us lose no opportunity for making our acquaintance with it as intimate and exact as possible.

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## NATURE STUDY IN RURAL SCHOOLS.

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BY A. B. GRAHAM.

The old saying, "Things seen oftenest are seen least," applies quite as well to the very common things in nature as to the things of art. Because children are reared in the country or village is no reason to believe that they have become acquainted with common things about them.

There is no one who is willing to testify that a real pleasure is experienced from just a slight acquaintance with those things of nature that are so near us. The roadside, the rock pile, the narrow stream, the woods and other places contribute something that reveals much of the handiwork of our Creator. The pleasure of the moment passes into joy which is abiding.

We should learn to know nature; that we may the better understand the relation and dependence of one thing upon another:—the animal, whose life is dependent upon the plant for food; the plant, that must depend upon the animal for seed distribution; the fertilizing of plants by insects that visit them; the place for the common fly and ichneumon to lay eggs; the exchange of carbonic acid gas which is produced by water animals for oxygen disposed of by water plants, etc., etc. In short, to furnish a basis for the future study of ecology.

In literature many allusions to nature are made; nature furnishes material upon which many very forceful rhetorical figures are based.

The reader selections are read with much more pleasure and are understood much more easily from knowing nature.

Nature study furnishes much material that may be used in drawing exercises. What is learned from very ordinary observation also serves for criticising other drawings and statements made in literary selections.

In rural schools where there is a crowded program every minute of the time must be used for some definite purpose. It must not be forgotten that the regular studies are to have primary consideration and that nature-study as such must be secondary or incidental to the recitation. Too often there is an entire wandering away from the subject of the recitation. The nature study enthusiast often permits himself to be drawn away from the regular lesson by irrelevant although important questions asked by the children.

In the field trip, which may be only a school yard trip or a short walk down the road, nature work is of primary consideration. In the occasional opening exercises, or Friday afternoon half-hour, the observation lesson should have the right of way.

Since not as much time can be given to following any nicely planned, suggestive outlines in reports and books, etc., the most should be made of what time is available, and every opportunity that presents

itself to the teacher should be seized. Experience has led the writer to believe that observations that were in the main incidental to the regular school work has created a love for nature quite as generous as comes from following a hard and fixed plan. While nature work in the grades should arouse an interest in the further study of the natural sciences, it must not be forgotten that something must be left for the high school. We teachers owe it to ourselves as much as to the children to be quite as well informed as possible, but, at no time should we be above being a learner, or in the attitude of a learner with the children.

The regular reading lesson furnishes much material for confirmation, criticism and questions. A few lines from a second reader in general use will be suggestive:

"Twinkle, twinkle, little star."

Do stars always twinkle? Look at a very large, bright star, then look at small ones.

"For you never shut your eye,  
Till the sun is in the sky."

What is meant by the star shutting its eye? Do stars shine in the daytime? if so, why can't we see them?

"Spots of red dot his head."  
What are these spots?

"Three small pairs made of hairs." How many would three pairs be? How many feet has a fly?

"Spiders never use flies well."  
How do they treat them? Have



you ever watched a spider sitting quietly on his web?

"The strange cat took the little kittens, one by one, and carried them to the attic." How did the cat carry the kittens? (See lesson page 68 McGuffey's Eclectic Second Reader for the beginning of a classification.)

"And they caught the little mousie, Long time ago."

Are kitty's claws always out of the soft paw ready to catch or scratch? Are a dog's claws always out?

"The kingbird eats flies, etc." Watch him fly from a fence or limb out into the air and back. What is he doing?

One might continue making abstracts from readers more advanced but they would only serve to emphasize the idea already presented.

Another feature of nature work is found in making reasonable criticisms of statements. But this work can be carried on to that degree that children look for more that calls for unfavorable rather than favorable criticism. A few examples will suffice:

"Cowslip, daisy, violet,  
In their leafy beds,  
All among the grasses  
Hide their heavy heads."

Do cowslips, daisies and violets lie in leafy beds? Do any of these hide their heads?

"One fine day in July, she sent George to the woods; \* \* \* While

he hunted about the bank, he saw among the moss some fine wild strawberries." Do strawberries ripen in Ohio in July? Are they found among moss?

Another very interesting exercise is in making a study of pictures to find out whether or not the artist drew them correctly.

In one reader the spider's web is drawn in a way that the web is shown to be made up of concentric circles. Is that correct?

Next to the reading classes — the geography class is probably the best. With the variety of temperatures, water forms and wind causes for soil formation, together with experiments to demonstrate, make very interesting work for the year as well as for the beginning weeks of school. The ant and fish-worm are too important in the work of soil mixing to be omitted. A simple study of the habitat of plants will bring into consideration those water plants that help to change the course of river or assist in filling up lakes; more or less should be learned of plants and trees that indicate soil conditions; insect friends and foes come in for mention if not for study in the lessons on local products.

For a little observation trip the school yard, roadside, a nearby wood or stream, should furnish ample material for several noonday walks. Objections on the part of the parents may arise because a teacher has failed to keep children

properly in charge, but more often objections are made because of prejudice against doing a new thing. Be diplomatic; be patient; be persistent.

Opening exercises and the Friday afternoon period should be for all. The little ones may not get much, but many times they get more than a few older ones.

The language class has not been mentioned as a place for the study of nature. It may be considered, if expression is to assist in impression.

Make the so-called nature-book your servant, not your master. Don't be discouraged because you think you have done only a little that might pass as nature work. If you will take the time during the last week of school to make up an orderly arrangement of the work gone over, you would be much surprised. After two or three years of such work has been done, many years of experience has caused the writer to believe the ability to observe carefully is quite as well established in children of elementary grades as when the plan has been prepared with care and pains.

#### **QUESTIONS ON JAMES'S PRACTICAL AGRICULTURE.**

By Prof. A. B. Graham, Department of Agriculture, Ohio State University, Columbus, Ohio.

##### **CHAPTER I.**

1. What is nature's purpose in producing seeds or spores? 2. If

the flowers of the following plants are removed, will the plant make any further attempt to produce seed: Sweet pea, red-root or hogweed, wheat, pansy, cabbage, clover, apple, May-apple, Jack-in-the-pulpit? 3. What are Annuals? Biennials? Perennials? 4. Which of the following plants are perennials, which biennials, which annuals: Asters, tulip-tree, elder, potato, tomato, pumpkin, beech, buckwheat, cabbage, mustard, beet, and grape? 5. What conditions are necessary for the germination of seeds? 6. How can it be proven that each condition you name is necessary? 7. What soil conditions are necessary for their growth? 8. By what means are seeds distributed? 9. In what way have they been prepared by nature to be distributed?

##### **CHAPTER II.**

1. Suggest a plan by which the sprouting of the seed and the growth of the plant may be observed. 2. Of what use are the seed leaves of cotyledons? 3. Which of the following early growth force the cotyledons above the surface of the soil: beans, peas, beech, radish, cabbage, tomato, beet, lettuce? 4. What is the function of the roots? Of the stem? Of the leaf? 5. In what ways do tap and fibrous roots differ? 6. In what way are they alike? 7. How do roots grow? 8. What is chlorophyll?

CHAPTER III.

1. In what way may one most impressively show that the plant takes in water? 2. Through what does water leave the plant? How may your answer be proved? 3. What are stomata? Where are they usually found?

CHAPTER IV.

1. In what way does water assist in supplying plant food? 2. What besides water assists in dissolving plant food? 3. After the food becomes a part of the plant, what becomes of the water in which it was carried? 4. What is meant by the selective power of a root? 5. What per cent of vegetables is water? (Chapter III.) 6. If vegetables were burned on a shovel or in some receptacle, what would remain in the ash? 7. By what means may plant food in the soil be made more available?

JANE JONES.

"Jane Jones keeps talkin' to me all the time

An' says you must make it a rule

To study your lessons 'nd work hard 'nd learn,

An' never be absent from school.

Remember the story of Elihu Burritt,

An' how he clum up to the top,  
Got all the knowledge 'at he ever had

Down in a blacksmithin' shop?

Jane Jones she honestly said it was so!

Mebbe he did —

I duuno!

O' course what's a-keepin' me 'way from the top

Is not never havin' no blacksmithin' shop.

"She said 't Ben Franklin was awfully poor,

But full of ambition an' brains,  
An' studied philosophy all his hull life,

An' see what he got for his pains!

He brought electritcity out of the sky,

With a kite an' a bottle an' key,  
An' we're owing him mor'n any one else

For all the bright lights 'at we see.

Jane Jones she honestly said it was so!

Mebbe he did —

I dunno!

O' course what's allers been hinderin' me

Is not havin' any kite, lightning, er key.

"Jane Jones said Abe Lincoln had no books at all,

An' used to split rails when a boy;

An' General Grant was a tanner by trade

An' lived 'way out in Ill'nois.  
So when the great war in the South first broke out

He stood on the side o' the  
right,

An' when Lincoln called him to take  
charge o' things,

He won nearly every blamed  
fight.

Jane Jones she honestly said it was  
so!

Mebbe he did —

I dunno!

Still I ain't to blame, not by a big  
sight,

For I ain't never had any battles  
to fight.

"She said 'at Columbus was out at  
the knees

When he first thought up his  
big scheme,

An' told all the Spaniards and Ital-  
ians, too,

An' all of 'em said 'twas a  
dream.

But Queen Isabella jest listened to  
him,

'Nd pawned all her jewels o'  
worth,

'Nd bought him the Santa Maria,  
'nd said,

'Go hunt up the rest o' the earth!' "

Jane Janes she honestly said it was  
so!

Mebbe he did —

I dunno!

O' course that may be, but then you  
must allow

They ain't no land to discover jest  
now."

—BEN KING.



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AGAIN we all buckle on our armor and we hope that all the soldiers of our goodly army are glad to renew activity.

\* \* \*

THE prospects for the Reading Circle are brighter than ever before and new interest is taken in this work because there are fewer books.

\* \* \*

BLESSED be the teacher who has resolved to do less talking this year that the boys and girls may have a

chance to do more. May the good resolution be kept!

\* \* \*

MANY teachers have been assisted in their efforts for better positions by their friends in the profession. The teacher who helps is the teacher who enjoys.

\* \* \*

WE extend cordial greetings to all the new members of the MONTHLY circle and assure them of our best efforts to make them feel at home with us.

\* \* \*

THE young teacher has some trials ahead of him, but he should reflect that these trials are the true test of his real strength. Courage transmutes trials into victories.

\* \* \*

THE business world asserts that we do not lay enough stress upon accuracy in our teaching, and it is just possible that there is some truth in the contention.

\* \* \*

OF course, the pupils must be controlled. Without that there will be no effective work done. But suppose the teacher needs controlling. Who's to do that? The school needs that element, also.

\* \* \*

THE teacher who desires credit for a full day's work can feel very well satisfied if she has caused her pupils all "to strive, to seek, to find, but not to yield."

CONVERSATION is one of the finest of the arts, and the school should encourage pupils and teacher to become more and more proficient in this art as the days go by.

\* \* \*

CHILDREN as well as grown people will do more work for a friend than they will for a boss, and, besides, they will enjoy the work far more and do it more cheerfully.

\* \* \*

THE wise teacher who has occasion to administer correction will do it quietly, and then make no reference to the matter after. It is easy to spoil the effect by after-talk.

\* \* \*

CHILDHOOD is another name for activity, and the mother or the teacher who would stifle this activity is sinning against the child's nature. A statue is intended to keep still, but not a child.

\* \* \*

WE publish in this number a beautiful little poem, "His First Day at School," which teachers should read many times. We should then ask ourselves if we are making an adequate return to the mother for the loss of her baby.

\* \* \*

SCHOOLS may be dismissed on legal holidays without any reduction of the salary of the teacher. This is the law and no one who claims to be a law-abiding citizen should do other than give willing obedience to the law. If the law is wrong it ought to be repealed, but

while this law is on the statute books it is very small business for any board member to raise objection to paying the teacher for these legal holidays.

\* \* \*

TEACHERS can not be compelled to do janitor work, according to an opinion recently given by the Attorney General, and we think it high time that boards of education should come to realize that teachers are doing work that should take rank with the work of people in other professions, as well as public officials. Nobody thinks that county officials should do the janitor work at the court house, but it takes a long time to convince some few people in Ohio that teaching school is quite as important work as the work of these county officials.

\* \* \*

THE Attorney General has given out an opinion touching the matter of minimum salary to the effect that boards of education can be compelled to make a new levy in case the present levy will not produce funds sufficient to pay the legal forty dollars per month. If the present levy, however, is twelve mills nothing can be done, as no provision was made for state aid in such cases. In this respect, the law will be amended, it is thought, at the next session of the legislature.

\* \* \*

WE are greatly pleased to give our readers in this issue such a delightful article from the pen of

Leon H. Vincent, the distinguished author of "American Literary Masters," and we feel assured that all members of the Reading Circle will fully appreciate the fact that we begin thus early to help them in their work. After reading this article we are sure they will all want to read the book at once, and we have no doubt many of the members will read it more than once in the course of the year. The Reading Circle people will find the MONTHLY ever ready and anxious to help on this good work.

\* \* \*

AFTER four years of enforced absence from the Ohio institutes, the editor found genuine pleasure in being permitted to work once more with Ohio teachers assembled in their annual convention. One week was spent in Darke county where the attendance is always large and the enthusiasm great. Dr. T. S. Lowden, who has spent the last three years in Clark University and expects to devote the coming year to studying the school systems of Europe, was a most pleasant associate whose lectures were highly appreciated by the teachers. In Preble county, the home feeling added to the pleasure and the association with Supt. E. M. Van Cleve, of Steubenville, in the work was all that could be desired. His lectures on Geography and Literature and his recital of what he saw and heard when investigating the "Batavia System" were helpful, suggestive,

and inspiring to the teachers, all of whom were grateful to the executive committee for recalling him for a second year's work.

\* \* \*

#### **THE NEW STATE EXAMINER.**

Commissioner Jones has appointed Supt. H. H. Helter, of Wapakoneta, to membership on the Board of State School Examiners for the full term of five years, to succeed Dr. C. C. Miller whose term time has expired. Supt. Helter is in every way worthy of this distinguished honor, and will give a good account of his stewardship. He was reared upon a farm near Gnadenhutten, attended country and village schools, taught four years in his home township (Rush), and then hied himself away to Ohio Wesleyan University, where he graduated in 1891. He then returned to Gnadenhutten and was superintendent of the schools for two years, going thence to Troy to become principal of the high school. There he remained six years, and was then called, in 1899, to the superintendency of the schools of Wapakoneta, where he is now serving on a three-year contract. He holds a common school and a high school life certificate, has served six years as county examiner, is President of the Northwestern Ohio Association, is a member of the legislative committee of the State Association, and a member of the National Educational Association. He

is a Methodist, a Mason, and a K. of P., as well as a married man.

Supt. Helter is a good type of that large class of school men in

civilization. It may be truthfully said that within the past six years Supt. Helter has made as rapid progress, professionally, as any man



H. H. HELTER.

Ohio who have worked their way from the plow to the college diploma, the very men who are giving character and stability to our

in Ohio, and his appointment to this office will have the hearty approval of the best school men in the state. He is a man of sterling



convictions as well as undaunted courage. He is no Polonius. He stands for something and this something is always on the positive side, not the negative. His work is synthetic, and he is ever busy trying to work out better and better plans for his own school and for the schools of Ohio. He is too big and too busy to spend time in the role of critic or cynic. He accords to others the right to travel their own way, but he is not swerved from his own well-defined purpose to be helpful every day of his life. He has a delightful sense of humor which is always a saving grace and betokens a bigness that is good for the world.

Commissioner Jones is to be heartily congratulated upon the wisdom of this appointment, and our heartiest congratulations are extended to State Examiner Helter.

\* \* \*

#### **SUPT. J. W. ZELLER'S RECOVERY.**

Early in April Supt. J. W. Zeller, of Findlay, went to the hospital for what was believed to be a simple operation. In a letter to the editor of the MONTHLY, he expressed the hope that in two weeks he would be back in the schools again. The beginning of the operation revealed an alarming condition and it seemed that there could be no hope of his recovery. Following this operation his leg was amputated twice in an effort to save his life, and now he is on the road

to recovery, and writes, August 9, "I fully expect to be able to take charge of my school work in September."

This message will bring joy to thousands of anxious, loyal friends who have sympathized with him and his family more deeply than words could express. Superintendent Zeller's brave battle for life has shown a courage which even his closest friends did not believe any one could possess, and now that the victory is won, his generous heart goes out in gratitude to the kind friends to whom he feels that he owes much for their prayers and sympathy. In his last letter he says:

"The sympathy and prayers of my friends and the large number of letters received from schoolmen from all over the state did so much to help me in the hard battle."

In the city of Findlay, where Supt. Zeller has labored so faithfully for a quarter of a century, the sorrow of the children, because of his suffering, has served to reveal to him as nothing else could have done, the fast hold he has upon their hearts and lives, and will remain with him through the years to come as an inspiration to devotion to duty. Teachers and citizens of all classes have joined in the universal prayer that life might be spared, and as the days go by, the memory of the kindness of all these devoted friends will remain with the faithful superintendent and help

him to forget the months of affliction and suffering.

\* \* \*

#### **RULES FOR THE GUIDANCE OF YOUNG TEACHERS.**

1. Go before your class filled with your subject.

2. Keep the lesson and the subject within the easy comprehension of pupils. Remember that interest depends upon knowledge, and knowledge with interest secures *attention*.

3. Take nothing for granted. Introduce each subject by a working basis of knowledge of matters leading up to it. Then, by careful questioning, pupils and teacher may together develop the subject. The teacher must not stand upon a pedestal and talk down to her pupils, but must get down to their level and lift them up with her.

4. Assign lessons with great care. In order to be sure of this, it is generally best to make the assignment at the opening of the recitation. The necessity of the teacher's preparation is apparent.

5. Lessons should be assigned by subjects and not by pages.

6. Assign short lessons rather than long ones; be sure beforehand that pupils are able to do just what is required of them; then expect and require them to come up with lessons prepared. If the recitation, on the whole, is not a success, the teacher should lay the blame on herself.

7. Keep in mind a central

thought in working out a subject, and do not allow the lesson to be sidetracked by questions not having a direct bearing upon it.

8. Spend some time in review in each recitation.

9. Remember it is not what you do for the pupils that helps them, but what they do for themselves. Therefore never tell a pupil directly what he wants to know, if you can put him in the way of getting it for himself. It is self-effort and self-reliance that make pupils strong and give worth to the work of the teacher. Helps weaken. Nothing should be done for a pupil until he has made a strenuous effort to do it for himself, and then he should be helped, if possible, in a way to make him stronger for the next task.

10. Talk in natural tones of voice. Never become loud and noisy. A noisy teacher makes a noisy school.

11. Do not "let things go." Attention to the details of your work will always insure success. Tasks not done should be completed. Re-proofs should be given for wrong conduct. Work and troubles must not be allowed to accumulate, or the teacher will be overwhelmed. Clear the slate every day.

12. Get in touch with the parents of your pupils. It is nearly as easy to have the parents with you as against you. If they are sure you are trying honestly to help their children, they will stand by you

when you need support. Embrace every opportunity to cultivate them.

13. You can not work to good purpose unless you are genuinely interested in the children under your charge. No teacher should stand daily before children who is not willing to do almost anything to further their wellbeing. Love, sacrifice, hard work, devotion to duty, will bring every day a recompense that is not to be reckoned in dollars and cents.

14. Do not scold. Scolding never pays. If you think there is need for it, study to see whether the trouble is not with yourself. Nagging and berating pupils will make them feel a hatred for school and teacher, and discount all your efforts. The teacher must be particularly careful of her conduct when tired. Many unjust things are apt to be said and done at such times. The teacher's self-control is the greatest factor in her discipline of others. A smile is more potent than a frown, and the teacher who flies into a passion soon becomes the laughing stock of her pupils. She can not possibly recover ground lost.

15. Do not accept tasks poorly done. Pupils are likely to gauge their efforts to the lowest requirements of the teacher. If she will accept a slovenly prepared paper, that is the kind she will get. Make pupils understand that we only make progress by doing up to the best that is in us every day.

16. Plan your work carefully every day, and have the plan where you can refer to it instantly. There is joy in work if we are ready for it, but when we are not ready, we wobble at our tasks all day long and end with a sense of defeat. Distractions are bound to arise, but, if we have our work well in hand, we can dispose of them without losing our bearings. Do not allow pupils studying to interrupt a recitation by questions. All questions must be asked between recitations, unless they come from the class reciting.

17. Present yourself in neat and becoming attire before your pupils always, but do not over-dress. You should require pupils to come to school neat and clean. Carelessness on your part will defeat that end.

N. E. HUTCHINSON.

\* \* \*

#### **FIRST STEPS IN MENTAL GROWTH.\***

Child study has been discredited by practical school teachers because it failed to produce safe principles for guidance and because its methods were often ludicrously inadequate. Yet the study of children is a matter of the gravest concern to all progressive teachers and they are ever ready to hail any one who will help to rescue Child Study from the fad that has masqueraded under the name. Many so-called Child Study workers have seemed to be less concerned with the study

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\* By David R. Major, Professor of Education, Ohio State University. Macmillan, New York, 1906.

of the individual child than in the classification of data collected by a multitude of untrained observers. The "questionnaire" has gained the confidence of neither the scientists nor the schoolmen. It has remained for patient, scientifically trained observers, possessing both the requirements of knowledge and sympathy, to produce the work of unquestioned merit. Among the most recent publications in this field is Professor Major's "First Steps in Mental Growth," a book which will be welcomed by teachers and parents alike.

The discussion is based upon the author's observation of his two children during the first three years of their lives. These observations were made in the light of the author's wide studies in the field of genetic psychology and of the best studies of children that has been made, notably those recorded by Miss Shinn, Professor Preyer, Professor Sully, and Mrs. Moore. By including an account of the work of these competent observers the value of the book is enhanced for those who are unfamiliar with the literature of this field. The training in psychology which the author brings to his task is an essential element, but like others he feels the inadequacy of adult psychology and its terminology when applied to the infant mind. Compelled to discard much of the technical nomenclature of the science he has described the phenomena and stated his conclu-

sions in the simplest language so that he who runs (and loves children) may read.

Because teachers do not have children as young as R and J in their schools is no reason why they should not be interested in the book. As Professor Major says, "— in order to know what they (the children) are like now we must know what they were like primitively,—." That such knowledge can only be based on the study of the individual child those most familiar with the problems to be solved cannot doubt. It is to be hoped that Professor Major will continue his observations and studies up to the beginning of R's and J's sixth year in order that we may have a continuous and fairly complete record of the main steps in mental growth up to the time the public school teacher's work begins.

The exposition and illustration of the methods employed in making the observations of R and J will be helpful to teachers and parents. The reasons that these constant observers have been able to contribute so little to child study has been largely because they had no proper standard with which to compare their methods or results. The "First Steps in Mental Growth" furnishes this standard and in addition an incentive by showing the high value of such knowledge.

It is easy to see how a primary teacher, after reading this book, would become more patient with the

children committed to her care, more careful in interpreting their actions, and more attentive to the problems of adapting her work to meet the child's various needs. Parents and teachers of every grade need to learn the lessons contained in this most valuable and in some respects unique contribution to the study of psychology of infancy.

E. B. STEVENS.

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**SUPT. C. W. BENNETT.**

Some who read these words were not born in 1874, for that was a long time ago, as we are wont to measure time, but in that year Supt. Bennett began his work as Superintendent of schools in Piqua, and there he is yet doing valuable service for the cause of education. His teaching has been confined to three positions, a country school one year, Professor of Mathematics in Moore's Hill College, Indiana, and head of the Piqua schools thirty-two years. He is old enough to have been a soldier in the Civil War, and young enough to be in sympathy with the youngest teacher in her work as well as all the children in their work and their play. In 1866 he graduated from Ohio Wesleyan University, receiving the degree of A. B., and later A. M. In 1889 he was honored with the degree of Ph. D., and has always worn his degrees with the greatest modesty. He has served as President of the State Association, on the State Board of Examiners five

years, and on the county board of examiners twenty years. In addition to this record he has been doing institute work thirty-five years and the number of calls for institute work this present summer shows that he is much in demand. This fact is significant. Institute work has radically changed since he began, and the fact that he receives so many calls now is conclu-



C. W. BENNETT.

sive proof that he has been in the van in these changes and has not been distanced in the march of progress. This is characteristic of the man. He is always alert for something better than yesterday afforded and is quick to apply the new methods to the work of to-day. He makes long pilgrimages to see what other schools are doing, and his own schools very soon feel the im-

pulse of changes for the better. In this way the schools of Piqua have always kept abreast of the times and have ever held high rank. Supt. Bennett can never be found doing mere camp duty. On the contrary he is always in marching trim, and seems always to be going in obedience to marching orders. His work is a lasting monument to his progressiveness, his fidelity to noble standards, his honesty and simplicity of life, and to his professional zeal. He doesn't travel about with a brass band, but when night comes he always receives credit for a full day's work. He loves his home; he loves his country; he loves his school; he loves his fellow-man. He is a cultured Christian gentleman. He adorns his profession and is an honor to Ohio.

\* \* \*

**AN OFFICIAL DOCUMENT.**

JULY 27, 1906.

*Hon. E. A. Jones, State Commissioner Common Schools, Columbus, Ohio:*

DEAR SIR:—I have received your communication asking "What is the effect of a contract between the board of education and a school teacher which provides that a teacher shall work at \$2 per day, but shall receive no extra pay for janitor work and no pay for holidays?"

In reply thereto I will say that in my opinion the above contract has two illegal provisions. One pro-

vision violates section 4018, which provides that:

"No teacher shall be required by any board to do the janitor work of any school room except as mutually agreed by special contract and for a compensation in addition to that received by him for his services as teacher."

The other provision violates section 4015, which permits teachers to dismiss their schools on holidays without forfeiture of pay. The teacher is not bound by these provisions which are in contravention of law and is entitled to receive \$2 per day for each and every day of the school month, or the sum of \$40 per month. He may dismiss his school on holidays without forfeiture of pay, notwithstanding the clause in the contract. He may decline to perform the janitor service until the board makes a special contract with him for such service for compensation in addition to his salary of \$40 per month.

Very truly yours,

WADE H. ELLIS,

*Attorney General.*

\* \* \*

**SUPT. LOUIS ROSS.**

Supt. Louis Ross, of German Township, Clark Co., passed to the life beyond July 10, leaving behind him a record for professional zeal and sterling manhood that tinges with glory the cloud of sorrow. He was educated in Moore's Hill, Ind., in the public school and college receiving his A. B. degree in 1898.

He then taught at West Loveland, Ohio, for one year, and then became superintendent at Metamora, Ind., continuing four years. Then he returned to Ohio and did a great work for the schools of German Township — being re-elected regularly. In 1903 he received a common school life certificate, and in 1905 a high school. He was an active member of the educational associations and always was ready for duty when called upon. Three of his older brothers are superintendents at the present time, V. W. Ross, at Christiansburg, Alfred, at New Carlisle, and James, at Fort Recovery, and downright manhood is one of the strong family traits. He leaves a wife and little daughter who will ever find comfort in the reflection that the husband and father was held in the highest esteem as a man and as a teacher. The years will come and go but wherever he worked there will abide the influence of his work and the spirit of his noble life.

\* \* \*

#### **THE LATE SUPT. ALBERT G. LANE.**

Albert G. Lane, of Chicago, has passed to his reward and there is a vacancy in the administrative department of the Chicago schools which it will be hard, indeed, to fill. All who had even a passing acquaintance with Mr. Lane or had even seen him in the meetings of the N. E. A., could not fail to recognize in his quiet dignity something of the strong character that

was his. To those who knew him intimately he was a rare soul who always left them better for association with him.

Mr. Lane's whole life was one of lofty purpose, earnest endeavor, and unswerving devotion to duty. When County Superintendent of Cook County Schools, the school funds were deposited in a certain bank at the direction of the authorities and against Mr. Lane's protest. Afterward the bank failed, and while Mr. Lane was not legally nor, in the judgment of most people, morally responsible for the loss, his keen sense of honor and his ideals of duty led him to spend the greater part of his remaining years in repaying that loss to those who were held legally responsible for it. Few such examples of moral heroism are recorded, and that this example is furnished by a school master should ever be an inspiration to teachers in all their work, so much of which calls for sacrifice for duty's sake.

As superintendent of the schools of the great city of Chicago, Mr. Lane's administration was able, successful, and clean, and when he retired to accept the position of assistant superintendent, it was with a determination to do all in his power to aid the superintendent in his work.

As president of the N. E. A. at the Conference held in Chicago in 1893, and at the regular session held at Asbury Park in 1894, his

splendid administrative ability was constantly in evidence, and his untiring labors as chairman of the Board of Trustees of the same Association for so many years have had much to do with its present sound financial condition. Each president of our National Association for the past ten years will, I am sure, join the writer in this expression of appreciation of Mr. Lane's services to the Association he loved so well.

His home life was ideal, and in his home he will be most sadly missed, but everywhere, in the home, in the great city which he served so faithfully for so many years, in Teachers' Associations, City, State, and National, in the hearts of friends who loved him for his loyalty to right, and in the lives of thousands whom he has influenced as pupils in the public schools, there will continue a sacred memory of a beautiful, devoted, Christian life.

O. T. CORSON.

#### **HIS FIRST DAY AT SCHOOL.**

She lost her little boy to-day,  
Her eyes were moist and sweet  
And tender, when he went away  
To hurry down the street.  
She stood there for the longest  
while  
And watched and watched him;  
then  
She said—and tried to force a  
smile,  
"He'll not come back again."

Inside the house her tears would  
come;  
She sank into a chair,  
And sobbed above the battered  
drum  
And trumpet hanging there.  
The sunshine stole into the place,  
It only made her sad  
With thinking of the pretty grace  
His baby tresses had.

She minded all his little ways;  
She went to see his crib  
Up in the attic, then to gaze  
At platter, spoon and bib.  
And all the trinkets he had thought  
So fair to look upon.  
Each one of them this murmur  
brought:  
"My little boy has gone."

She wandered through the house all  
day  
To come on things he'd left,  
And oh! she missed his romping  
plays  
And felt herself bereft.  
When he came home with shining  
eyes

To tell of school's delight,  
She kissed and held him motherwise  
With something of affright.

This is the pain in mothers' hearts  
When school days have begun,  
Each knows the little boy departs  
And baby days are done.  
Each mother fain would close her  
eyes  
And hush the calling bell,  
For somehow in its tone she hears  
The sounding of a knell.

— ANON.



**EDUCATIONAL NEWS.**

— Springfield will begin the new year with an elective course in manual training for high school boys.

— The Educational Exhibit at the Clark County Fair was the best drawing card on the grounds. The city of Springfield did not exhibit but every other district in the county was represented by a higher class of work than had before been attained.

— Four new faces will be seen among the Clark County Superintendents corps this year: Harry Paxton, of Martins Ferry high school, will go to So. Charleston; J. M. Reason, of Toledo, will superintend the Bethel Township schools; J. W. Colman, of Rosewood, will conduct the German Township schools; J. G. Monroe, of Dayton, will look after school affairs in Pike Township.

— The Wood Co. officials are the following: President, W. V. Wales, Bowling Green; Secretary, Miss Pearl Werline, Custar; Ex.-Com., Supt. N. D. O. Wilson, Bowling Green; Supt. W. E. Beeman, Bays; Supt. D. S. Black, Walbridge; O. T. R. C. Secretary, Supt. H. E. Hall, Rudolph.

— F. W. Dickey, son of the well-known C. L. Dickey, will teach Latin and history in the Franklin high school this year, and he is well equipped, being a graduate of Ohio State University.

— Morrow Co. elected the following: President, Supt. C. B. Stoner, Mt. Gilead; Secretary, Miss Helen A. Nicholas, Cardington; Ex.-Com., Supt. F. H. Flickinger, Cardington; Supt. J. O. Ecker, Sparta; Supt. J. B. Vining, Edison.

— The new \$40 minimum salary law will not effect Clark county outside the city of Springfield. The Springfield board construes the law to mean a yearly minimum of \$320. As they have a ten months' session and start their teachers at \$35, their minimum salary is \$350 per year.

— Mercer Co. elected as follows: President, Supt. W. A. Bair, Neptune; Vice President, Supt. H. J. Bernard, St. Henry; Secretary, Miss Eva Winter, Celina; Ex.-Com., Supt. S. Wilkin, Celina; Supt. R. E. Offenhauer, Mendon.

— Supt. J. H. Cory, who takes charge of the Lafayette schools this year, is a man of scholarly habits, of high standards, and well-defined purpose, and is certain to have success.

— The Hardin Co. officers are: President, C. W. McCleary, Forest; Secretary, Miss Jessie Myers, Kenton; Ex.-Com., S. J. Wagner, Kenton; J. J. Rumbaugh, Alger; O. O. Vogenitz, Ada; O. T. R. C. Secretary, J. E. Gordon, Mt. Victory.

— Miss Edith Ward, a graduate of Rio Grande College, of the class of 1906, has been elected principal of the high school at Oak Hill.

— Prof. and Mrs. J. D. Holcomb, of Rio Grande College, made a three weeks' mountaineering trip upon New River in West Virginia, in August.

— Miss Mary Fulton, teacher of English and history in Rio Grande College, spent the summer at Chautauqua, New York.

— Prof. C. O. Clark, teacher of physics and chemistry in Rio Grande College, has returned from a year's vacation, spent in California.

— There is no reason at all why every school should not be provided with an American flag. If the board have not already provided one, there is scarcely any occasion to lay the matter before them. The Mail Order Flag Company, Anderson, Indiana, which makes a specialty of supplying schools with flags, has such an easy and unique plan of getting them into the schools, that one can be provided at next to no trouble or expense. A large flag, say eight feet long by five feet wide, of regulation make as to blue field, stars and stripes, and of materials which will not fade, cannot be had for less than \$3.50. This would be something of an item to one individual, and a stumbling block to a good many boards of directors. It is such a flag that the Mail Order Flag people are placing in the schools. This is their easy plan:

The teacher writes to the Company and gets without charge 35

Emblematic Flag Buttons. These are handsome ornaments in National colors. Pupils are glad to wear them as shirt waist ornaments and coat lapel and cloak pins. They will be glad to take them home and bring back 10 cents apiece for them. That makes the \$3.50. Usually this is done over night. The teacher sends this \$3.50 to the Company and receives, all charges prepaid, the regulation flag, size as above stated, warranted not to fade and correct in all particulars.

This is proving a very popular plan of getting flags. Hundreds of schools have adopted it, and now have a flag of their own, for use on all occasions, indoors and outdoors. An excellent feature of it all, worth perhaps more than the flag itself, is that it has been procured by the pupils' own effort. Each one has the feeling of having contributed something toward the flag, values it more highly and is proud of his school.

This plan is well set forth in the advertisement of the Mail Order Flag Company to which we invite attention.

— Frederick W. Roman, a former teacher of Shelby Co., and a graduate of Yale College in 1905, spent the past year teaching in the Bowling Green Normal School. How well he did his work is manifested by his re-election and his salary increased from \$1,000 to \$1,350.

— Supt. J. W. Carr, of Dayton, delivered the commencement ad-

dress to the students of Valparaiso University and won the hearty plaudits of the great audience.

— Supt. W. H. Leiter, Secretary of the Reading Circle in Montgomery Co., had 234 members at the close of the institute and will soon have 300. That's business.

— Sandusky Co. elected as follows: President, E. A. Seibert, Fremont; Secretary, Mrs. M. L. Shackleford, Fremont; Ex.-Com., Supt. A. H. Wicks, Clyde; H. B. Dirlam, Clyde; Geo. W. Overmeyer,, Lindsey; O. T. R. C. Secretary, Merritt Mason, Gibsonburg.

— The following teachers of the McArthur public schools have been employed and begin work Sept. 10: Superintendent, Harry M. Coultrap; Principal, Carl Bingman; Assistant, T. M. Buskirk; Louise Ogan, Harriet McClure, Eva B. Sharp, Annie M Will.

— M. S. Smith, whose term as county examiner of Vinton county just expired has been chosen superintendent of the Zaleski schools.

— The many friends of Superintendent E. K. Barnes, formerly of Osborn, Ohio, but now of Lebanon, Oregon, will be pleased to learn of his continued success in school work. He was in charge of the Lebanon schools last year, graduating a class of fourteen, and the local papers speak of the commencement as being the finest ever given in the historic town of Lebanon, Oregon. President H. M. Crooks,

of the Albany College, gave an excellent class address. Professor I. E. Richardson, President of the Eclectic Business College, was an interested listener. The three men, Crooks, Barnes and Richardson are all from Ohio, and live near neighbors in the same county, and are moving things oin their respective lines. Professor Barnes has been re-elected at Lebanon for a period of two years at a salary of \$1,000 per year, being an increase of \$280. The health of Mrs. Barnes is much better than formerly.

— Supt. Frank R. Lytle, of Hudson, has 'accepted the superintendency at Wadsworth in the face of a vigorous effort to keep him in Hudson.

— W. H. Wolfe, of Lancaster, has accepted the superintendency of the Laurelville schools and will begin work Sept. 17. Supt. Wolfe has been a reader of the MONTHLY since 1864, and has in his library all the bound volumes since 1855. He'll do.

— Supt. L. A. Webb, of York, has been re-elected and his salary increased \$100. Mr. Webb has also been employed to superintend the various schools of York township, Union county.

— Joseph C. Messick, professor of Latin and principal of the Academy, Mount Union College, and Miss Clara B. Millhon, of Seneca-ville, O., were united in marriage June 1, at Alliance, O., President A.

B. Riker officiating. The bride graduated from Mount Union College on her wedding day with the degree of Litt. B. Prof. Messick and his new wife have the best wishes of a host of friends.

— Union Tp., Mercer County, is the first this year to order the books of the Ohio Pupils' Reading Circle. They buy twelve sets — one for each school. Supt. R. E. Offenhauer certainly has the right idea on the reading question as he has on other things. This order was especially pleasing to the new Business Manager because it was in Union Tp. that Mr. Kershner began his school work. The high school established there thirteen years ago is growing in influence and it would be difficult to find a better community in Ohio than Union Tp. Supt. Offenhauer begins his second year and Prin. Milt Krugh has been there always.

— Prof. D. A. Ward, of Rio Grande, and Miss Minnie Bay, of Crown City, will be married Sept. 6th, and leave next day for Orchard Lakes, Mich., where he has accepted a position as teacher of physics. The best wishes of the MONTHLY are theirs.

— Miss Grace Holmes, a graduate of Ann Arbor, has been elected to a vacancy in the Kenton schools caused by the resignation of Miss Amy Wheeler. As Kenton is her home, this recognition is particularly pleasant.

— Prin. Fred S. Beard, of the Bluffton high school, has been elected to a like place at Paulding. He is an energetic, enterprising member of the profession, and is destined to make a noble record in his new field.

— Supt. E. W. Patterson, of Greenfield, has the confidence and best wishes of hundreds of school people who believe he will achieve great success in his new position because of his sterling worth, and upright manhood. The people of Greenfield are fortunate in securing his services.

— Miss Ella Beistler, of Dayton, is another one of those who attended the Put-in-Bay meeting, but whose name was omitted from the honor roll.

— Miss Julia Connors, a graduate of Delaware, is teaching in a third grade in Plain City and there is a halo over her work all the while.

— Crawford Co. elected as follows: President, R. A. Garvin, Bucyrus; Secretary, Miss Bertha Sherer, Bucyrus, R. F. D.; Ex-Com., E. J. Bittikofer, Bucyrus, R. F. D.; J. W. Haller, Bucyrus, R. F. D. 1; C. H. Miller, Bucyrus; President O. T. R. C., J. A. Sherer, Galion; Secretary, Miss Emma Cook, Bucyrus, R. F. D.

— Prin. Geo. M. Strong, of the Malta high school, has been promoted to the superintendency to succeed Supt. Conrad, resigned.

— Logan Co. elected as follows:  
President, Supt. N. H. Stull, De  
Graff; Secretary, Miss Euseba  
Yoder, East Liberty; Ex.-Com.,  
Supt. O. H. Maffett, West Mans-  
field; Supt. L. F. Hale, West Mans-  
field; Guy Detrick, Bellefontaine;  
O. T. R. C. Secretary, Supt. H. W.  
Holycross, Zanesfield.

— The Clinton Co. officers are:  
President, Prin. E. L. Hatton, Wil-  
mington; Secretary, Miss Elizabeth  
Chaney, Blanchester; Ex.-Com., C.  
B. Rayburn, Port William, W. H.  
Mustard, Sabina, and Robt. Bur-  
ton, Clarksville; O. T. R. C. Secre-  
tary, Supt. A. I. McVey, Blanches-  
ter.

— Supt. John B. Conrad, of  
Malta, has resigned his position  
after four years of unqualified suc-  
cess to become manager of a fac-  
tory at Barnesville, in which he and  
his family are largely interested  
financially. He resigned a two  
years' contract and was reluctant to  
leave school work, but conditions  
seemed imperative.

— The two stanzas recently  
added to "America" are as follows:

**"I love thy inland seas,  
Thy sweet magnolia trees,  
Thy palms and pines;  
Thy canyons wild and deep,  
Thy prairies' boundless sweep,  
Thy Rocky Mountains steep,  
Thy deepest mines.**

**I love thy silvery strands  
Thy Golden Gate that stands  
Afront the West;**

Thy sweet and crystal air,  
Thy sunlight everywhere,  
O land beyond compare,  
I love thee best."

— Miss Elma F. Jennings has  
resigned her position in the Canal  
Winchester high school to accept a  
similar place in Eaton, her home.  
She has made a noble record in  
Canal Winchester and her resigna-  
tion causes universal regret.

— Supt. Owen Jones, of Rose-  
dale, presides over the first and only  
centralized school in Madison  
county. A new \$12,000 building  
will be completed about the middle  
of September. School will open  
with four teachers, but this number  
will soon be increased. Pike town-  
ship is to be congratulated.

— Miss Laura J. Soper resigned  
her position as supervisor of music  
and drawing in the London schools,  
and Mrs. Emma Fuller Chadwick,  
of Grand Haven, Mich., has been  
elected to the vacancy.

— Our proof-reader let the arti-  
cle on Francis Bacon, by Dr. J. A.  
Culler, in our July number slip  
through without Dr. Culler's name  
attached, but everybody must have  
known who wrote the article, for no  
one else has just his kind of pen.

— Miss Elsie Fryar, of Lafay-  
ette, was the recipient of a fine um-  
brella from the Madison Co. Insti-  
tute for her faithful and efficient  
work as secretary for the past two  
years.

— A. P. Sandles, of Ottawa, has issued his annual booklet relating to the Putnam Co. fair in October, and it is a literary gem. There is not another like it, and that for the good reason that there is no other fair like this, and only one Sandles.

— Knox Co. elected the following officers: President, Prin. John S. Alan, Mt. Vernon; Vice President, W. M. Riley, Danville; Secretary, Miss Olive Hicks, Centerburg; Ex.-Com., Supt. W. W. Borden, Fredericktown; O. T. R. C. Secretary, H. S. Moffitt, Mt. Vernon.

— Prof. Frank V. Irish, of Chicago, threw a beautiful bouquet to the July number of the MONTHLY just as he was leaving for Iowa for institute work.

— Supt. F. J. Stinchcomb, of Paulding, is another whose name was omitted from the list of those who attended the Put-in-Bay meeting. Let him be crowned.

— We are glad to be able to announce that William Hawley Smith has consented to devote a part of his time this season to special work at Teachers' Institutes, Associations, etc. This will be good news to superintendents, committees, and all those who have charge of making up the programs for these teachers' meetings. Mr. Smith is known far and wide through his "Evolution of Dodd" and other educational writings, which have done so much to help the cause of educa-

tion in this country and which have won for him the lasting gratitude and genuine love of thousands of teachers in every state in the Union. It is only stating a fact (which all who have heard Mr. Smith speak will be quick to verify) that in his platform performances and educational addresses he surpasses the work that he has done with his pen. It will therefore be a great pleasure as well as a source of wholesome profit to his many friends to meet him face to face, as they may now have the opportunity of doing at these teachers' assemblies which he will now be able to attend. If your program for fall, winter or spring teachers' meeting is not yet settled upon, write Mr. Smith, at his home, 2039 Knoxville Ave., Peoria, Ill., and arrange with him regarding terms and date, if possible. He is one of the strongest drawing cards at any gathering of teachers anywhere in the United States.

— A careful examination of the Famous Keystone Tours and Industrial Sets published by the Keystone View Company will convince any one of their value as an aid to the teaching of geography and history. The pictures are of high grade, and their use in the school room will prove an inspiration to both teacher and pupils. For particulars relative to price, etc., address H. C. Dollison, Keystone View Company, Meadville, Pa.

— President Ellis reports a most profitable session of the Ohio Uni-

versity Summer School which closed August 3. The total enrollment was 656, not including 128 paid pupils in Training School and a large number of persons who attended the various "Conferences." The oldest educational institution west of the Alleghanies is evidently taking on new life.

—Walter Smith, the son of Principal J. F. Smith, of the Findlay high school, recently had his left leg amputated in order to save his life from a cancerous growth which appeared a few weeks before. At last reports the brave lad was doing well, with every prospect of recovery. To the afflicted family, the hearts of hosts of friends go out in deepest sympathy.

—G. H. Bean, who went from Ohio to West Virginia a few years ago, recrossed the river some weeks since to Pomeroy and caused a vacancy in the high school by inducing Miss Dollie Hooper to embark upon life's voyage with him.

—J. Petrey Clarke who graduated from the London high school in June has been admitted to the University of Pennsylvania without examination, which shows large for Supt. McClain and his teachers.

—When any one says that there is a better state than Ohio, all nature revolts; every cabbage in the land shakes its head; every potato winks its eye; every beet grows red in the face; every onion grows stronger in its ardor; every stalk of

corn pricks up its ears; every sheaf of wheat is shocked; every shock of oats shakes the ground, and every foot of ground kicks.

—Miss Estella Huston and Miss Florence Hoffman have been elected to positions in the Circleville schools. Both are graduates of the high school of that city, and Miss Hoffman has done a year's work at Lebanon.

—Ralph M. Brown, late superintendent at Troy, orders the MONTHLY to follow him to his new home in Oklahoma City, where he becomes managing editor of the *Daily Times-Journal*, which goes to show that somewhat of his heart remains here in Ohio where he won so many laurels.

—L. E. Grennan teaches this year in Oxford township, Butler county. He taught his first school in Liberty township, Delaware county, in 1859. After serving in the Civil War four years he resumed the work and hence has taught in all forty-four years, and is one of the most sprightly veterans in the service.

—Miss Mary Snyder and Miss Leola Seip are the two new teachers for this year in the Ironton schools.

—Supt. M. J. Flannery, of Sabina, won many words of praise for his management of the reunion of the Fairfield schools July 19, and was re-elected president of the association.

— Lima is erecting a new ward building which will have cost \$60,000 when completed. This building will relieve the stress in the central district.

— Montgomery Co. elected the following: President, J. E. Sanger, Dayton, R. R. 13; Secretary, Miss Emilie Callahan, 123 Best St., Dayton; Ex. Com.; S. A. Wogaman, 311 So. Williams St., Dayton; S. L. Caylor, Broadway and Germantown Sts., Dayton; George Kern, Trotwood; O. T. R. C. Secretary, W. H. Leiter, Englewood.

— Supt. J. S. Edwards, of Plain City, had a total enrollment last year of 360, with 99 in the high school. This year there will be four teachers in the high school and thirteen in the entire corps. A much larger enrollment is expected this year.

— "Twixt optimist and pessimist  
The difference is droll;  
The optimist sees the doughnut,  
The pessimist the hole."

— Supt. W. C. Coleman, of Rosewood, has been elected superintendent at Lawrenceville at \$900. This comes as a substantial reward for good work.

— Miss Lulu M. Ashton, a graduate of Delaware, who has taught two years in the high school at Nelsonville has accepted a position as teacher of Latin and German in the Ironton high school.

— Supt. S. P. Humphrey was the leader in the discussion of the topic "Differentiation of the Powers of City, County, and State Examining Boards" at the Ohio University Superintendents' Conference.

— Prof. Glenn R. Montgomery, of Illinois, has been elected supervisor of music at Canal Dover. We are glad to welcome him to the Buckeye state.

— J. J. Phillips, who graduated at Delaware in June, begins work as principal of the Plain City high school this term.

— Madison Co. elected these: President, Supt. O. E. Duff, Seda-lia; Secretary, Miss Pansy Blue, London; Ex. Com., Supt. Wm. McClain, London; Supt. Owen Jones, Rosedale; O. T. R. C. Secretary, Supt. F. A. Sheets, South Solon.

— Miss Clara L. Gabler, of Ironton, has been elected to supervise the music in the schools of her home city.

— Supt. O. M. Soule, of Franklin, was elected president of the Miami Valley Society of Scientific Research at the recent meeting at the Miami Valley Chautauqua.

— Prin. D. H. Painter, of Minneapolis, spent several weeks of his vacation in Ohio visiting among his friends in Licking and Knox counties. He has made a great reputation in the Northwest and has brought honor to his native state.



— Prin. S. M. Heitz, of the Germantown high school, has been appointed to membership on the board of county examiners in Montgomery county.

— The new teachers at Coshoc-ton are A. W. Ashley, of New Albion, N. Y., music; F. D. Garbison, of Ashland, English; Miss Clara V. Cosley, Miamisburg, drawing and Penmanship — a new department.

— The Lima high school this year will be reinforced with the following new teachers: Jacob Bowers, Fostoria; Miss Mabel A. Holland, Sandusky; and Miss Drusilla Reilly, Baker City, Oregon.

— Miss Estella Digel, of Massillon, will teach Latin and German at Wapakoneta this year, and Miss Bessie Hubbell, of Ypsilanti, Mich., will have charge of penmanship and drawing.

— Supt. S. P. Humphrey, of Ironton, in his suggestions to parents, urges against too many social functions and says, "Parties in December mean briny tears in June."

— L. K. Oppitz, one of the eleven Lebanon students who graduated at Yale in June, has been elected superintendent at Milford at \$1,000.

— Warren county elected officers as follows: President, Lester S. Ivins; Vice President, Miss Lucile Blackburn; Secretary, J. F. Young; Ex. Com.—three years, C. E. Bratton; one year, J. L. Cadwallader; O. T. R. C. Secretary, L. C.

Wilkerson. The other member of the Ex. Com. is H. D. Killison.

— Salaries have been increased in Lima all along the line about five dollars on the month. There are 115 teachers in the corps, and they all appreciate the action of the board.

— Prof. W. W. Boyd addressed the Boxwell graduates of Auglaize county at Wapakoneta July 28.

— Jos. T. Glenn, who for the past three years has taught science in the Findlay high school, has been elected principal of the high school at Kenton at a salary of \$1,200. He is a graduate of Wooster.

— Supt. C. W. Cookson, of Somersets, has been elected to the superintendency at Troy at \$1,600. Supt. Cookson is one of the most sterling school men in Ohio. He always performs more than he promises, doesn't fly much sail but has plenty of ballast to hold the ship steady. He is not trying to impress people, but is always working hard to satisfy the demands he makes upon himself. The longer he stays in Troy the better will the people like him, and the more they will be convinced that he is worthy to tread the path made so delightful by Supt. Van Cleve and Supt. Brown.

— Miss Augusta Preston, of Pandora, has become Mrs. Augusta Burkhart, and thus two Putnam county teachers have been made one.

— Highland elected officers as follows: President, J. B. Faris, Samantha; Secretary, Miss Maud Darsley, Hillsboro; Ex. Com., Mrs. Ann Hughes Marks, Hillsboro; L. L. Faris, Lynchburg; John H. Bradley, Buford; O. T. R. C. Secretary, W. A. Lucas, East Monroe.

— F. E. Hughes, or Arcanum, a graduate of Otterbein, has been elected to a position in the high school at Georgetown.

— Miss Edwina Morrow, of Campbellstown, has been elected to a place in the schools of Troy.

— Supt. J. M. Reynolds, of Harveysburg, has accepted the superintendency at Cedarville and will give good service.

— Supt. C. E. Bratton, of Waynesville, is one of the strong school men of Warren county, and is growing every day. He had an enrollment last year of 170, with 50 in the high school.

— Here is the wording of an invitation which was sent out for the Madison Co. Institute annual: "Annual reunion of Fools, Wednesday evening, August 15, at 8 o'clock. You are cordially invited to be present and mingle with others of your kind. P. S.— Just act natural."

— Howard S. Workman has resigned his position at Buckeye City to accept the superintendency at Jewett, and we predict for him great success.

— Prin. J. B. Wright, formerly of the Wilmington high school, has been elected to the superintendency at Harveysburg.

— Dr. S. D. Fess recently completed his book, entitled "Political Theory and Party Organization in the United States," which will be published by the World's Events Publishing Company early in October. Advance orders may be sent to this company at Dansville, N. Y.

— R.C. Clark, who graduated at Delaware in June, has been elected principal of the high school at Ashland.

— J. A. Gerberich graduated at Wooster in June and has been elected superintendent at Brink Haven.

— Supt. J. R. Van Voorhis, of Danville, and his six teachers are making the schools of that burg shine by their sensible, persistent, united efforts.

— Miss Anna B. Beatty, who graduated from Denison University in June, has been elected principal of the high school at Fredericktown, and Supt. Borden is to be congratulated.

— In connection with the Marietta College Summer School this year an entirely new feature was undertaken in the way of a Sunday School Institute, which lasted two weeks. The instructors were Messrs. T. S. Lowden, E. C. Knapp and M. A. Honline, and very thor-

ough work was done. Teacher training diplomas were given to those who pursued the work and took examination. A good deal of interest was aroused, and the experiment will undoubtedly become a permanent feature in the summer work at Marietta.

— Prin. Carl G. Pemberton, of the Roseville high school, has done such excellent work during the past six years that he was recently promoted to the superintendency.

—The following "Teachers' Creed," by Edwin Osgood Grover is worth reading: I believe in boys and girls, the men and women of a great to-morrow; that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and the joy of serving another. I believe in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head, in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in daily life and out of doors. I believe in laughter, in love, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen.

—The Clinton Co. Institute elected Supt. A. I. McVey Secretary of the Reading Circle, who went to work at once and had an even one hundred members Friday night. This is one of the seven counties that did not report any members last year. There is nothing like having the right man in the right place.

— Prin. A. J. Gerber, of the Barnesville high school, has been elected to a similar position at Orrville; succeeding Prin. A. H. Etting, who has been promoted to the superintendency.

— Supt. C. A. Krout, of Tiffin, reports that all the teachers of his city will become members of the Reading Circle this year. That's the way to reach the ten thousand mark.

— Hon. Henry Houck has been nominated for the office of Secretary of Internal Affairs in Pennsylvania, and there is no doubt of his election.

— Geo. M. Morris was inducted into office as Clerk of Courts in Fairfield county, Aug. 6, and we extend to him hearty congratulations and best wishes for success.

— Seneca Co. elected officers as follows: President, U. G. Light, Green Spring; Secretary, Miss Anna Stone; Ex. Com., Supt. J. E. Sherck, Bloomville; W. R. Ash, Fostoria; Supt. C. A. Krout, Tiffin; O. T. R. C. Secretary, Prin. H. H. Frazier, Tiffin.

— The Knox county institute adopted the following resolution: Resolved, That we deplore the publication of answers to the uniform questions as tending to lower the educational standards of our state and militating against true scholarship as well as interfering with the most effective work of county examiners.

— A party of Ohio teachers consisting of Miss Creath, Miss Schlesinger, and Miss Blessing, of London schools, Miss Dillencourt, of Xenia, and Miss Harsha, of Washington C. H., spent part of their vacation in doing special work in the University of Chicago. No danger of "ruts" for these teachers.

— Prin. T. Otto Williams, of the Circleville high school, continues to exhibit initiative and professional spirit. Through his efforts the Circleville people tendered the county institute an elegant reception which was a most enjoyable affair.

— The Franklin county officers are: President, Ellsworth Horlocker, Westerville; Vice President, Supt. F. F. Cole, Linden; Secretary, Miss Marie Dennison, Briggsdale; Ex. Com., J. D. Harlor, Columbus; J. F. Nave, Westerville; Will C. Merritt, Dublin; O. T. R. C. Secretary, A. L. Peters, Columbus.

— Defiance county elected officers as follows: President, V. E. Hagy, Ney; Vice President, J. A. Rogers, Mark Center; Secretary,

Mary C. Smith, Hicksville; Ex. Com., J. E. Dils, Jewell; W. O. Webber, R. H. Moats, Ney; O. T. R. C., Secretary, Charles Stailey, Ney.

— Pandora rejoiceth, and the name of Margery Jeanette Steiner is on every tongue. This young lady arrived at the home of Principal and Mrs. C. D. Steiner Aug. 1, the second anniversary of their wedding. May the brains of her father and the beauty of her mother prove two of this young lady's noble endowments.

— Supt. J. M. Davis, of Williamsport, has been elected at Somerset to succeed Supt. C. W. Cookson, and everybody is or ought to be happy.

— Prin. D. J. Boone, of the Lorrain high school, has worked out a system of electives in the course of study which provides admirably for individual preferences without affording an opportunity for dawdling. This course of study is well worth seeing and examining.

— The Pike county officers are: President, W. R. Shumaker, Omega; Secretary, Miss Dell Hooper Ware, Waverly; Ex. Com., Supt. J. F. Henderson, Waverly; Brough Moore, Piketon; W. A. Wooddell, Lucasville; O. T. R. C. Secretary, Miss Lizzie Sailor, Beaver.

— Muskingum county elected the following list: President, J. S. McGinnis, Trinway; Vice President,

D. H. McConagha, Norwich; Secretary, Miss Nora Buchanan, Zanesville; O. T. R. C. Secretary, D. J. Schaefer, Dresden; Secretary Pupils' Reading Circle, Miss Nettie Strate, Zanesville.

— Prin. D. J. Schaefer, of the Dresden high school, declined a reelection and Miss Blanch E. Baker, of Johnstown, has been elected to the vacancy.

— Following are the new officials in Wayne county: President, W. E. Heickel, Creston; Vice President, A. D. Feters, Congress; Secretary, Miss Mary Bucher, West Salem; Ex. Com., Miss Lura B. Kean, Wooster; Henry Jacot, Wooster; O. E. Mowrer, Orrville; O. T. R. C. Secretary, George Dunham, Wooster.

— Supt. L. K. Condon, of Harrisburg, has resigned his position to accept a position in Lima College as head of the commercial department.

— Supt. A. A. McEndree, of Morristown, has given strict orders for the MONTHLY to follow him to his new position at Corning, and the MONTHLY will greet him there with the "glad hand."

— The many friends of Mr. W. S. Smyth, of Chicago, vice president and resident director of D. C. Heath & Company, will learn with regret that he has been compelled, on account of his health, to give up active work. Mr. Smyth will

spend his summers on his fruit farm in Michigan and his winters in Florida. He will continue, however, to make Chicago his headquarters.

Mr. Smyth was born in Pennsylvania in 1839. He graduated from Wesleyan University, Middletown, Connecticut, in 1863. Immediately on graduation he became principal of Wyoming Seminary, in Pennsylvania, where he remained until 1869. From 1869 to 1877 he was principal of Casenovia Seminary, New York, and dean of Syracuse University. He was trustee of Wesleyan University from 1871 to 1881. In 1876 Syracuse University gave him the degree of doctor of philosophy. He became in 1879 New York agent for Ginn & Company, and in 1884 went to Chicago as Ginn & Company's local manager. In 1893 he became vice president of D. C. Heath & Company, relinquishing this office in July of this year, when he gave up active work. His present address is The Lessing, Chicago, or R. F. D. No. 2, South Haven, Michigan.

— Miss Mary Alice Stein, of Worthington, spent a part of her vacation in Northern Michigan, Toledo, Napoleon, and Lima.

— Stark county elected as follows: President, H. J. Janson, Navarre; Secretary, L. L. Nave, Canton; Ex. Com., Prin. J. W. Guthrie, Allianc; O. T. R. C. Secretary, Ed A. Zininger, Canton.

— Miss Gertrude S. Jackson, a recent graduate of Ohio State University, and a young lady of profound scholarship as well as noble accomplishments, has been elected to a position in the Portsmouth high school.

— Of the three Ohio school men who did not work for the book publishers during vacation one was in the hospital, one was boarding with his wife's relatives, and the third, well, we can not just now recall what excuse the third one did give.

— Supt. E. A. Hotchkiss, of St. Marys, begins the year with a bright outlook. There are now five teachers in the high school as against three two years ago. An additional room is required to accommodate the pupils. Two rooms have been added to the Second Ward building. The new teachers are Miss Florence Hutchinson, Miss Mildred Pope, Mrs. Edith Orphal, Miss Sadie Axé, and Miss Audrey Richards. Thirteen teachers of the corps attended summer school at Athens, Oxford and Lima. Every teacher receives an increased salary this year.

— The names of the Licking county teachers who attended the O. S. U. Summer School: E. T. Osborn, C. R. Osborn, Clifton M. Layton, R. H. Nichols, Harry Eswine, George Smith, Chas. Lake, S. J. Lafferty, Edgar Miller, Nora Richards, Leona Griffith, Flora Hoover.

— President Creager of the National Normal University has recently received a letter from Dean Barnes of Chicago University, to the effect that N. N. U. graduates will hereafter be accredited for advance standing at Chicago without examination.

— The examiners of Licking county in their examination circular say: "Each teacher should have professional spirit enough to read at least one educational paper published in his own state."

— Lucas county elected the following: President, L. L. Disher, Holland; Secretary, Miss Helen Mixter, 739 Prouty avenue, Toledo; Executive Committee, J. J. Bruchlman, Whitehouse; C. M. Lehr, Monclova; Miss Bessie Dean, Curtice.

— Prin. Howard L. Rawdon of the Oberlin High School has been elected superintendent at Bedford and his friends predict for him great success.

— The Lake county officers are: President, Miss Caroline A. Markham, Painesville; Vice President, Supt. P. E. Ward, Mentor; Secretary, Miss Sara Dodd, Willoughby; Treasurer, W. N. Cheney, Perry; Executive Committee, F. H. Kendall, Painesville; E. L. Beck, Kirtland; S. D. Shankland, Willoughby; O. T. R. C. Secretary, Miss Katherine Murphy, Painesville

—Supt. W. H. Miles of St. Louisville has been appointed deputy Treasurer of Licking county and is succeeded in the schools by C. P. Smith, a recent graduate of Delaware

—Supt. Chas. W. Gunion of Appleton had the best school exhibit at the Licking county fair a year ago and has made good use of the thirty dollars he received in prize money.

—The Geauga officers are: President, Miss Laura Doolittle. Burton; Vice President, Miss Lula B. Phinney, Chardon; Secretary, Miss Katherine Sullivan, Thompson; Executive Committee, Supt. L. Virgil Mills, Burton; Fred. M. Goodrich, Chardon; Supt. W. R. Davis, Chardon; O. T. R. C. Secretary, W. R. Walker, Chagrin Falls.

—Miss Della Murch of Summit Station has taken a place in the Pomeroy High School, succeeding Miss Hooper. Miss Murch is a graduate of Denison University and for two years has been teaching in Illinois.

—The O. T. R. C. Secretary of Morrow county is C. B. Hoffmire of Cardington, if anybody should ask you.

—We very much wish that all who have occasion to remit to us would make everything payable to O. T. Corson, as, otherwise, we are put to much extra trouble.

—Harrison county elected the following: President, H. H. Wilson, Freeport; Secretary, Miss Clara Arbaugh, Jewett; Assistant Secretary, Miss Carrie Cramblett, New Athens; O. T. R. C. Secretary, N. E. Hawkins, Scio.

—Two new county examiners began their work in Licking county September 1 in the persons of C. H. Lake, formerly Superintendent at Alexandria, and Supt. Chas. W. Gunion of Appleton

—C. M. Barber has been appointed county examiner in Knox county to succeed A. C. D. Metzger, who goes into South High School, Columbus.

—The Licking county officers are: President, Supt. F. F. Orr, Jacksontown; Secretary, Miss Kate Litzenberg, Utica; Executive Committee, Supt. Earl T. Osborn, Summit; Supt. R. H. Nichols, Hanover; O. T. R. C. Secretary, A. B. Pryor, Jersey.

—H. H. Neptune of East Liverpool has accepted a place in the Galion High School as teacher of Science, and Miss Florence Swisher of Delaware will teach English, including composition and elocution.

—Putnam county elected as follows: President, Prin. C. D. Steiner, Pandora; Vice President, J. E. Hathorn, Miller City; Secretary, Miss Jessie H. Kirk, Leip-

sic; Chorister, T. R. Reese, Columbus Grove; Executive Committee, Mrs. Ella Powell, Continental; O. T. R. C. Secretary, Miss Margaret C. Ford, Ottawa.

—Carroll county institute enrolled 105 and every teacher became a member of the O. T. R. C. Besides, 85 of this number joined the School Improvement Federation.

—The officers in Guernsey county are: President, H. L. Cash, Byesville; Secretary, Miss Jennie Weyer, Cambridge; Executive Committee, J. O. Eagleson, Quaker City; O. T. R. C. Secretary, H. E. Thompson, Seneca-ville.

—Mahoning county elected the following: President, E. L. Rickert, Youngstown; Secretary, Miss Blanche Calhoun, Canfield; Executive Committee, Jerome Hull, Canfield; L. N. Hulin, Greenford; M. A. Kimmel, Poland; O. T. R. C. Secretary, L. L. Longstreet, Youngstown.

—Supt. C. L. Riley of Kirkersville, Supt. E. T. Osborn of Summit, and Supt. J. D. Simkins constitute the Educational Committee of the Licking county fair this year.

—J. Jay Henderson, a graduate of Delaware, has been elected to teach mathematics in the high school at Chillicothe.

—Miami county elected as follows: President, S. C. Morton, Pleasant Hill; Secretary, Miss Clara Mitchell, Tippecanoe City; Treasurer, M. C. Pierce, West Milton; O. T. R. C. Secretary, Arthur Patty, Troy.

—The Darke Co. officers for next year are: President, G. H. Garrison, Ansonia; Vice-President, Ed. A. Goubeaux, Yorkshire; Executive Committee, C. H. Mathews, Greenville, J. L. Selby, Greenville, J. A. Crowell, Bradford; O. T. R. C. Secretary, R. L. Stamm, Versailles.

—The Delaware Co. officers are: President, Supt. H. W. Bradshaw, Sunbury; Secretary, Miss Laura A. Woodward, Delaware; Ex. Com., Supt. R. H. Allison, Ashley, Prin. H. T. Main, Delaware, J. C. Marriott, Delaware; O. T. R. C. Secretary, J. C. Marriott, Delaware.

—Holmes Co. elected as follows: President, D. G. Thompson, Kilbuck; Vice-President, H. A. Fankhauser, Winesburg; Ex. Com., A. W. Elliot, M. A. Warner, and Lyman Hitchcock, all of Millersburg; Secretary, Miss Laura Hunter, Holmesville; O. T. R. C. Secretary, A. W. Elliot, Millersburg.

—Carroll Co. elected as follows: President, I. B. Wagner, Sherodsville; Secretary, Miss Dora Newell, Sherodsville; Federation Secretary, S. F. Deets, Carrollton; Ex. Com., W. A. Forsythe, Malvern; O. T. R. C. Secretary, R. S. Tidrick, Sherodsville.



# UNIFORM QUESTIONS FOR AUGUST.

## THEORY AND PRACTICE.

1. Distinguish between physical and mental facts. 2. What was the Socratic method of instruction? Can its principle be properly employed by present day teachers? 3. State and illustrate the influence of the will upon attention. 4. What do you consider the ideal situation with reference to light in the school room? Heat? 5. Explain the difference between the analytic and synthetic methods of teaching. 6. Who originated the kindergarten? What is the object and nature of kindergarten instruction? 7. When would you first introduce the pupil to fractions? What method of instruction would you employ? 8. What value do you place upon mental arithmetic? Why? 9. What is the minimum length of the school year in Ohio? 10. Make a list of five pedagogical works that you would recommend to a prospective teacher.

## GRAMMAR.

The burden put upon the President by persistent office-seekers, and by members of congress striving to reward their friends, in the effort to secure nominations, is almost past mortal endurance, and undoubtedly conflicts with the higher duties he owes to the whole people, and deprives him of much of the opportunity he should have to consider the weighty matters of general concern. Nor is it the least cause of much interested dissatisfaction and unjust criticism. — Coleman's "Constitution and Its Framers."

The first seven questions refer to the selection given above.

1. Select all the principal clauses. 2. Classify all of the subordinate clauses as adjective, objective or adverbial. 3. Dispose of three infinitives. 4. Compare *persistent*, *higher*, *whole*, *much* and *least*. 5. Parse a participle; a verb in the potential mood; an adverb of degree. 6. Give the construction of *past*, *in* and *endurance*. 7. What is the mood and tense of *should have*? Complete its conjugation in the same tense. 8. Write a sentence containing an appositive clause; *but* used as an adverb; an independent construction with a participle.

## ARITHMETIC.

1. If I sell  $\frac{1}{2}$  of an article for as much as  $\frac{3}{4}$  of it cost me, what per cent. do I gain? Analyze. 2. A bankrupt owes \$450; his assets are \$1200. What sum will a creditor receive whose claim is \$360? 3. James Wilson bought 500 shares of Adams Express stock at  $105\frac{1}{2}$  per cent, and paid  $1\frac{1}{2}$  per cent brokerage; what is the rate of income on his investment per annum if the annual dividend is 8 per cent? 4. Define cancellation, reciprocal, and ratio. 5. What difference in longitude corresponds to an hour's variation in time? Write and work a problem whose solution involves this principle. 5. A real estate agent purchases one section of a township; he desires to improve the property by running a roadway through the middle of the section. If the roadway is 44 feet in width, how many acres of the section will it occupy? 7. What is the value of a stick of timber 24 feet long, the larger end being 15 inches square and the lesser end 6 inches square, at 28 cents a cubic foot? 8. Extract the square root of two to four decimal places. 9. A man obtained an insurance on his house for  $\frac{3}{4}$  of its value at  $1\frac{1}{2}\%$  annually. After paying 5 premiums, the house was destroyed by fire, in consequence of which he suffered a loss (including premiums paid), of \$2940. What was the value of the house? 10. Give the value of five of the following in American cents: shilling, franc, eagle, mark, mill, guinea.

## ORTHOGRAPHY.

1. Give the meaning of each of the following prefixes: equi, ante, anti, ob, and peri. Write words illustrating each of the following suffixes: eous, tude, ess, ive, and ism. 2. Indicate the correct pronunciation of the following words: acclimate, hypocrisy, truculent, tepid, satire, extol. 3. Distinguish in meaning between assure and guarantee; habit and custom; veracity and voracity; antagonist and opponent. 4. Give three synonyms of *effective*; four antonyms of *cowardly*; two plural forms of *index*; a homonym of *air*. 5. Define compound word; root word; derivative word. 6. Write the following: privilege, adjust, enforceable, emphasize; linear, obliged, technical, liquefied; ef-

fervesce, changeable, verbally, sacrilegious; heredity, indorsement, accommodate, interim; rhinoceros, assessor, fallacies, sopranos; midget, homeopathy, Antioch, beehive, copperas.

### PHYSIOLOGY.

1. How would you teach the composition of the bones? 2. Give the physical properties of blood. What changes take place when blood coagulates? 3. State the function of the pericardium, the pleura and the salivary glands. 4. Discuss the relative nutritive value of beef, pork and lamb; of tea, chocolate and coffee. 5. Give the function of each of the following in connection with the nervous system: cerebellum, pia mater, trigeminal nerves. 6. What are the organs of speech? Upon what does the pitch of the voice depend? 7. Describe the structure of the voluntary muscles. 8. What is the effect of alcohol upon muscular tissue? 9. Discuss the relative value of cotton and woolen clothing as protection against heat and cold. 10. When professional assistance is not at hand, what is the best course to pursue in cases of fainting; drowning?

### LITERATURE.

1. Discuss the *Canterbury Tales*, the *Fable for Critics* or the *Idylls of the King*, touching on the author; plan of the work; place in literature. 2. Why are Washington Irving's writings specially suited to class-room study? 3. With what American historians are you familiar? What do you consider the best comprehensive history of the United States? Why? 4. Give the name of one poem written by each of the following: William Cullen Bryant, Robert Burns, Lord Byron, Henry Wadsworth Longfellow, Alexander Pope, an American poetess. 5. Compare any two of the poets mentioned in the previous question. 6. Write briefly upon American humorists. 7. What was Lowell's purpose in writing the *Vision of Sir Launfal*? Holmes' purpose in writing *Old Ironsides*. 8. Contrast or compare Hawthorne and Poe. 9. Make a short list of Classics for Children. 10. Upon what production does the fame of Harriet Beecher Stowe rest? Julia Ward Howe?

### UNITED STATES HISTORY, INCLUDING CIVIL GOVERNMENT.

1. What was the condition of slavery in the Colonies at the time of the framing of the Constitution? What has the Constitution to say with regard to the importation of slaves? 2. What territorial dispute was the cause of the French and Indian War? How did the treaty which settled this war affect Spanish possessions in America? 3. Discuss education in the Colonies. 4. What arrangement was made in regard to the debts incurred by the several states in the prosecution of the Revolutionary War? 5. What caused President Monroe to proclaim the Monroe Doctrine? 6. Describe briefly the personality of Andrew Jackson. 7. Discuss either the Panic of 1837 or the Presidential Campaign of 1844. 8. Mention five generals of the Civil War and a battle in which each fought. 9. Give the leading events of the administration of Benjamin Harrison. 10. Why are the following battleships mentioned in United States history: Constitution, Maine, Alabama?

### GEOGRAPHY.

1. What determines the width of the zones? 2. Account for the luxuriant vegetation in the Amazon valley; for the arid condition of Lower California. 3. Name one state in the United States and one foreign country noted for the production of each of the following: salt, copper, cotton, beet sugar, and wool. 4. Define and illustrate: estuary, pampas, crater. 5. With regard to the following rivers, give source, direction and outlet: Wabash, Orinoco, Ganges, Red River of the North, Rhone. 6. Locate three centers of the meat packing industry in the United States. 7. Under the control of what government is each of the cities mentioned below: Melbourne, Manila, Hongkong, Paramaribo, Gibraltar? 8. Discuss the relative natural advantages of St. Paul and Pittsburg as commercial centers. 9. Describe the mountain ranges of Spain. 10. Name six counties of Ohio and give the county seat of each.

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## THE CHAMBERED NAUTILUS.

This is the ship of pearl, which, poets feign,  
Sails the unshadowed main,—  
The venturous bark that flings  
On the sweet summer wind its purpled wings  
In gulfs enchanted, where the siren sings,  
And coral reefs lie bare,  
Where the cold sea-maids rise to sun their streaming hair.

Its webs of living gauze no more unfurl;  
Wrecked is the ship of pearl!  
And every chambered cell,  
Where its dim dreaming life was wont to dwell,  
As the frail tenant shaped his growing shell,  
Before thee lies revealed,—  
Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil  
That spread his lustrous coil;  
Still, as the spiral grew,  
He left the past year's dwelling for the new,  
Stole with soft step its shining archway through,  
Built up its idle door,  
Stretched in his last-found home, and knew the old no more.

Thanks for the heavenly message brought by thee,  
Child of the wandering sea,  
Cast from her lap, forlorn!  
From thy dead lips a clearer note is born  
Than ever Triton blew from wreathed horn!  
While on mine ear it rings,  
Through the deep caves of thought I hear a voice that sings:—

Build thee more stately mansions, O my soul  
As the swift seasons roll!  
Leave thy low-vaulted past!  
Let each new temple, nobler than the last,  
Shut thee from heaven with a dome more vast,  
Till thou at length art free,  
Leaving thine outgrown shell by life's unresting sea!

— OLIVER WENDELL HOLMES.

## THE TEACHER'S HEALTH.

BY DR. T. S. LOWDEN, CLARK UNIVERSITY, WORCESTER, MASS.

### II.

In the MONTHLY for September, I called attention to some of the conditions in the teacher's life that tend to consume her health. I spoke of the great evil of worry, over-work and much medicine-taking, especially "patents" and called attention to the great value to the teacher of open-air exercise and deep breathing. I now wish to speak of the teacher's diet, sleep, and recreation.

Generally speaking, we eat too much; exercise, rest, sleep and recreate too little. The teacher's diet should be nourishing, at the same time not over-taxing the digestive organs. The meal should be "drawn-out," not hurried; the food *eaten*, not "bolted" down. There should be much good cheer at meal-time; no cold, stale, hurried lunches; no washings down of the food with drinks whether water, milk, coffee or tea. There should be mental and physical relaxation before the meal and for at least an hour after it. Two hours is better. A teacher should have a good breakfast. The best meal program is, perhaps, a nourishing breakfast, a light but warm and nutritious midday meal, with the heaviest meal in the evening.

As to the specific kinds of food

each through the study of her own peculiar digestive powers and needs will be obliged to decide for herself. Some need much meat especially well-broiled, tender beef-steak, beef roast, chicken, eggs, fish. Some require much fruit, vegetables, the cereals, the "bulky" foods, not the concentrated. A moderate amount of coffee is hygienic for some; milk and water for others. Diet is a study of one's personal physical self-hood. Generally brain workers need to avoid such foods as cabbage, dried beans, cheese, pork, fats, and pastry, all of which tax the digestive organs and make one dull, sluggish and bilious. These heavier and concentrated foods are good for those at manual labor in the open air.

One's health depends upon what he eats and particularly upon what he can digest and assimilate without overtaxing the digestive organs and consuming blood that should be used in thinking. One feels pretty much as he digests. Who digests easily scarcely knows he has a stomach; who does not, comes to think of not much else but his stomach. Poor digestion means little blood and this impoverished. This in turn means weak and poisoned nerves, irritation, impatience, the spirit of nagging and

complaining. *The poorest place in the world for a miserable stomach and liver is the school-room. Nowhere else is good digestive power, rich blood and strong nerves, poise of mind and body more required.*

Sleep, undisturbed sleep and a sufficient amount of it is absolutely necessary for the teacher's welfare and for efficient teaching. In the many manuscripts that came to me last year on sleep, the hardest brain workers expressed a strong feeling that they *must* sleep. Many stated that without sufficient sleep, they could hope to accomplish but little. Many felt, that with more sleep they would feel better and could do more work. The average amount of sleep taken according to these reports is eight and one-third hours. More take nine hours of sleep than seven. It should not be forgotten that ordinarily if one is in bed eight hours, say from ten o'clock till six, he is not likely to get full eight hours of sleep. I take it that the average person would have to be in bed, ordinarily, nine hours to get eight of sound sleep. It is the unusual person, especially among brain workers, according to these papers and my observations, who falls asleep immediately on going to bed and sleeps soundly until the hour of getting up. It seems as if the division of the day into thirds, that is, eight hours for work, eight hours for meals, dressing and recreation, and eight hours for sleep, is not a bad one. If this

division should be altered, I should recommend that the period of hard work be reduced to seven hours and the extra hour be given to sleep, exercise and recreation. And especially should I recommend this for brain workers, at least, those who work steadily with mental concentration.

Sleep is well nigh a panacea to weary, jaded nerves. I accord with Sancho Panza, "Blessings light on him who first invented sleep." How well Shakespeare understood the value of sleep!—

"The innocent sleep,  
Sleep that knits up the ravelled  
sleave of care,  
The death of each day's life, sore  
labour's bath,  
Balms of hurt minds, great Na-  
ture's second course,  
Chief nourisher in life's feast."

Elsewhere in Macbeth Shakespeare speaks of sleep as being, "the season of all natures," meaning that sleep gives relish to life itself and without it, life and its joys would be of little interest. Indeed I can scarcely conceive of life at all, an active life without its rhythms of sleep and rest.

The teacher on retiring ought to endeavor to divest her mind of all thought, worry and care. I know this is easy to advise, but often difficult to do. But we are largely creatures of habit and frequently we have not ourselves under the

control we should have and can have by persistent effort. "Pillow-thinking" usually means a restless sleep, a weary morning, a "tired" day. This continued results by and by in ill-health in the form of nerve exhaustion, pathological fatigue or neurasthenia, which may shade off into melancholia or become fallow ground for insanity. I have been greatly impressed with these facts in my two years' study of psychiatry in clinics of one hundred patients in the insane hospitals of Massachusetts.

The teacher must have wholesome recreation. She, too, like the house-wife, must get away from her routine work and cares, "from her own meals and meal-getting," from the drudgery of the household and discipline of the children. The teacher needs change and amusement, travel, music, art, a good play, a stroll, a romp, a bright social hour. She should occasionally get completely away from routine. She must now and then have a "let-down," "come off her pedestal." If she can but have a wild gypsy-like hour now and then; dress, play, really do as she pleases to her heart's content, with no eye to gaze upon her, no tongue to tell. I mean no immorality, nor public escapading, but simple abandon to one's self and by one's self, coming sometimes closer to one's self and knowing herself in the interests of health, happiness and efficiency. Such abandon is a wonderful tonic,

nerve "rester," health begetter and preserver. To get away, even one-half hour a day from all constraint means much for the teacher's sanity.

Though I spoke of taking too much medicine in my previous article, I ought to mention here that it is the tired nerve-fag feeling, as is testified by many in my investigations in "Personal Hygiene" that induces the people often to resort to much medicine, drugs and "patents." It is astounding how many take patent medicine. My many interviews with druggists and physicians show that three-fourths of the people use them more or less. Not only the ignorant and poor, but the intelligent and rich do so, and teachers are among the offenders here. Statistics can never show how much hard-earned money is spent for patent medicine, nor tell the story of ill-health, misery and death brought about by their use. Teachers should be above such suicide and put their pupils and the parents on guard against all such quackery and robbery. I have found not a few teachers who have the "medicine habit" and it's about the worst habit for health I know of. They see "their case" in every new advertisement in newspaper, on bill-board, in pamphlet, circular and catchy announcement. The makers of the stuff know well practical psychology, the laws of suggestion, how to play upon the overwrought mind, jaded and weary

from too close application and care. I most strongly commend that much medicine be avoided. The best physicians now are administering but little and druggists believe in it still less. They sell barrels of it as they say, to be sure, for the people demand it and the sale of it is the druggist's bread and butter.

When it is really believed that medicine is needed, consult the most competent physician who is at hand. Don't trifle with health and try to get bargains here. *Health is no bargain counter.*

In my next article I shall discuss the relation of the emotional life to health, happiness and efficiency.

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## PRIMARY READING.

BY MARGARET CLUNE FORD, OTTAWA.

I am asked to tell, in a brief paper, how primary reading is taught in our schools. Usually telling is much easier than doing, but where is the primary teacher that can put in writing the color and inspiration, which must give birth and life to any mechanical forms employed with a class of beginners?

Imagine if you please, a school of fifty little children just entering upon school life. The teacher has an interesting task before her. It is necessary to establish good order just as soon as possible, yet restraint must be so administered that it shall not seem restraint.

Natural impulses must be guided, not checked. Good order must be maintained by keeping the children busily employed, and to do this, every ingenuity which a teacher can devise must be used. No rule can be given whereby good order may be kept, — the individuality of the teacher must prevail.

But there are certain kinds of busy work which may be suggested, such as the use of colored sticks and splints to be arranged in definite form, construction cards, etc.

The very first step is attention, and how best to secure it; for it is impossible to teach a child with any great advantage unless you can secure and hold his attention. It is easier to hold the attention of bright and active children than it is those whose perceptions are dull.

Special modes of instruction are necessary for both.

It is likewise easier to hold the attention of children in small rather than in large classes. No one is strong enough to hold the proper attention of fifty little folks in one recitation, and when it is attempted the best results can never be realized.

In such cases the forward pupils are advancing at the expense of those who are backward. Suppose

we group the school into five classes of ten pupils each, grade them according to power of intellect, — then note the results.

The first three groups will respond to instructions without much effort on the part of the teacher; there will be a perceptible difference in the lowest group.

This last group, we shall find when they first come to school, are influenced by what is most interesting to them.

In recitation, their minds easily wander from the subject, turning their heads at every noise in the room, the eyes staring at some object, and often with vacant expression. Such children need individual attention and special instruction, sometimes gaining such a start that they can go on and be classed with the brighter children.

Small classes afford just the opportunity needed. Therefore, all through the primary grades at least, small classes are best — not more than ten children in each reading exercise, the time not to exceed fifteen minutes.

The next step is to get the children to talking and to some definite purpose. In the formation of a vocabulary, it is known beforehand that children of average capacity are able to learn three hundred words in a term of five months, that is, so learn their forms that they will be able to read them at sight in every combination.

But during the first two months,

fifty words is a fair limit. About one-half of them will be object words, and such as may be represented by familiar objects or pictures as apple, cat, dog, horse, etc.

Various methods of teaching reading are practiced among teachers, and where they are specially interested in any one method, they are generally successful.

Now I am not an advocate of any separate and distinct method of teaching reading, either word, sentence, or phonic.

I would combine them all. It is the result of selections and rejections from several systems.

The word method gives a drill on the words.

The phonic method gives a key to independent thought, vocal training and strength in making our new words, and the recognition of old ones.

The sentence method is also the thought method for the reason that the process begins with the thought, at first expressed orally.

Reading as now taught, includes sense training, voice culture, games and plays, imaginative work and reasoning.

The child as he enters school is exclusively "ear-minded" as far as language is concerned; the teacher's task is to make him "eye-minded" as well. When children enter school, they have already learned to use intelligently, in conversation several hundred words, or at least to understand **their**



meaning, as they hear others use them. These words are so many sounds recognized through the ear. Interesting stories and conversation soon reveal these words to the teacher and she has to make as many of them as possible recognizable to the eye in both their script and print reproduction.

I suppose all teachers begin to teach reading from the black-board. No books are used, no copying is required at first.

Let the sentences be short, and those that you get from the pupils. Keep this up till he realizes that the written sentences tell him something just as plainly as the oral expression.

The work is begun in script, not simply because the script is easier to reproduce than print, but because it is the form he will use in life.

The child learns more rapidly that which he attempts to reproduce, and at the same time learns the art of writing.

The teacher must write during the recitation, must write much, must write rapidly and well.

Again the teacher who has any skill in drawing, will find abundant means for diversion. It is not necessary for her to follow the rules of art. Children are pretty good guessers, and the drawing need only be distinct enough to excite the imagination and elicit expression in the direction intended.

During the first few weeks we

combine the "Word" and "Sentence" Methods.

Words and phrases are taught by sight and these are combined into sentences as soon as possible.

We begin with the word because it seems to be the natural starting point for the little ones.

In learning to talk the little child does not express himself in complete sentences. His first attempt at expression is invariably in words, usually the "key words" to his thoughts. He does not say "I see a kitty," but simply "kitty!" The name of the object wanted is given as "water," "apple," etc.

Our experience shows the analogy holds good in reading.

Gradually we combine words and phrases and give him complete sentences. In teaching words we observe the following order:

(1) The idea represented by the word is developed by means of objects or pictures. (2) The word as a sound is emphasized for the ear. (3) The word as a form is presented to the eye. (4) The word form is copied.

Expression, bright, lively conveyance of thought, should be obtained from the first, and no sentence should be called read that does not show proper emphasis and inflection.

Great care is taken in the selection of subject matter as well as in the selection of words for our lessons. The subject matter may be varied, but it is so arranged and

planned that the leading thought of each day's lesson will naturally introduce that of the next.

We continue to teach words as wholes, for the first four or five weeks, but as the number of words increase, there is danger of confusion. When the child forgets a word, it must be given to him again; he has no power to recall it except by association, nor has he as yet any ability to help himself with new words.

To overcome this, we now introduce phonic analysis. By this method the child gets a grasp of words. Now he begins to compare and to analyze familiar words, and to construct new ones.

Phonics is well begun by teaching the sound of the consonants first, and drilling on them thoroughly.

The simplest sounds are given at first as m, n, s, t, p, followed by such combinations as sm, sn, st, etc. We can now use "sound words" and "root words" to advantage. From each of such root words as an, and, ill, in, all, etc., the child will soon learn to construct new words by prefixing consonants.

Children will remember these sounds much better if the teacher, in addition to making the sounds herself, is able to direct their attention to something in nature or in their every day life that makes the sounds. The hum of the top illustrates the sound of m; the tick of the watch the sound of t; the

growl of the dog the sound of r; and sounds with which the children are familiar may be formed for nearly all the other letters.

A Phonic Chart containing the family sounds, might easily be made by the teachers, and it would be a great help. By placing prefixes or endings to the family names the words of the language are made and recognized. As in the "at" family;—that, cat, rat, 'hat, bat, fat, mat, sat etc.

In every school there is likely to be one or more of the children with an impediment of speech; they may not know how to place the tongue so as to produce certain sounds or how to articulate, so to speak with clearness.

A careful phonetic drill improves the child's articulation, and corrects many defects of speech, being especially helpful to children of foreign parentage.

The letters of the alphabet are not taught until the beginning of the second half year when they are taught in their order. The children know them by name long before this usually, but it is useless to require the alphabet to be memorized before we begin using it in alphabetic spelling.

It is best not to be in too great a hurry to begin the reading-book. The crayon and blackboard afford better means for laying the foundation. For children will be able to read more books, and with better expression than if they began ear-

lier. After six or eight weeks of oral work from blackboard, primers are given the pupils, which they finish, one hundred and twenty-seven pages, in nine weeks. This is followed by the First Reader, and one or two supplementary readers.

The new words in the reader should be carefully developed from the blackboard. The child finds the first part of the book a delight, because the words are already familiar to him.

To secure this familiarity with new words, we use many varieties of drills. — In addition to the chart and blackboard, a box of letters is given to the child to construct sentences; written or printed cards containing easy sentences, or stories are given to be read. In all drills, the thought element is first, and the

child is encouraged "to tell" the story in his own way.

Every reading lesson should begin with a daily practice in the four separate lines of work; First, word drills; second, drills on phonograms and families of words; third, phonic spelling and spelling by letter; fourth, practice in reading sentences.

Let the standard of good reading be resemblance to conversation. If a child does not read in a natural manner, ask him to look at you and tell what he read. When he can do this properly, let him look on the book and tell it again.

Read for thought and to stimulate thought. This is the beginning in the school; this is the end with the cultured mind.

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## THE AWAKENING.

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BY ELLA D. SWING, GRANVILLE.

What teacher can ever forget the impressions made during her first day's experience in the school-room? The incidents of a bright warm September morning in 1902 are still as fresh in my mind as though it were yesterday. The children sat erect in their small chairs, with every eye directed toward me, for I was their new teacher. It was my first year, — and theirs. A look of implicit faith and trust was

written on each childish face, such confidence as is common to all small children. Not without meditation and a prayer did I stand before this inspiring folk. Was I worthy of this great confidence which manifested itself? Be it as it may, I was there to do the best I could; not to deal with the class as a whole, but to study each child individually. There were twenty-five different dispositions before

me, each of which was a study in itself. My duty was plain. It is my purpose to speak of but one of this number.

On the west side of the room in the last seat, sat a boy *nine* years old. My attention was directed to him at once, perhaps because he was larger than the others. His very being seemed to call out in a dumb unconscious way for help. His face was not illumined by a single ray of intelligence. Written words and letters meant nothing to him, and the value of numbers was alike unknown to him. His very soul was asleep. This unfortunate little creature was "John." Apparently there was nothing in the child's nature which had responded to anything in the world. He had been treated very unkindly, and at times even brutally. This was, without doubt, responsible in no small degree for this state of lethargy.

John had one redeeming characteristic, every individual has were we to look for it, and this one was *absolute obedience* to his teacher. She liked him and they were friends. When John was given a task to perform he went at it in a blind and aimless way, but he did it.

The lessons on cleanliness and health, etc., that had been given to the class, made no impression on him. This was made manifest by the condition in which his hands were each morning. So it became

necessary to speak personally to him. "John," I asked, "your mother is very busy, isn't she"?

"Yes, she has to pick and dress twelve chickens every Saturday, you know my father keeps a restaurant, and she gets up every morning before daylight to work. She has to work hard."

"She is too busy then, to wash your hands, besides you are big enough to do it yourself. Will you do this one thing to please me?" The next day John was sitting in his seat with the same dull expression on his face. Suddenly my attention was attracted by an illuminating smile of intelligence from him. Up went both hands for my inspection. They were spotless and *clean* enough to have satisfied the most fastidious. Every morning the same act was repeated. Both hands were uplifted for approval. John was really waking up.

Can we, as teachers, realize what it means to a child whose soul has been asleep and at last has been aroused from this inertia? The doors of the world have been closed, and now they were being opened to him. The joy and gratification of a teacher who witnesses such a change cannot be measured.

Six weeks slipped by, during which time the directions of the teacher and the attempts of the pupil were conscientiously carried out, but with no apparent success. Two and one were as apt to be eight as anything else. He had at-

tempted to form some of the simplest letters which no one except John would have recognized. The letter "a" was then taken up, but with the same futile result. I took his hand and said, "Now, John, let us make "a" together. We will start up here. Let us play that the place from which we start is a train that is waiting for us. Then we will go around and make a nice big curve and come up to catch the train, *so*; then finish our journey on the train." John seemed to grasp the idea in an instant. His face brightened in response and the battle was won. The next time I observed him, his slate was full of big round "a's." A look of pride and triumph was visible on his face. "John," I said encouragingly, "you are really going to learn to read, and write too."

"Yes," said the child, "I can read the paper then, like my father. Don't you know you told me," he went on, "that if I worked hard, after a while I could do it?"

"Yes, you *have* worked hard, and you will have to work hard every day. You are my good boy, John."

Within a few weeks he was able to write words composed of the small letters. The next step was to help him to distinguish the different *heights of the letters*. He persisted in making them all the same size. "John," I inquired, "do you know any one who is very tall?"

"Yes," he said, and he mentioned one of the tallest men in the village. "Now make this letter tall like him and that one short like you." It was then that he was able to appreciate the difference between the heights of the letters. At the close of the year, John could read and write short sentences very well.

During the summer vacation his father changed his place of residence, and John was put into a Catholic school. This was the last I ever saw of John.

How easy it is to overlook the needs of a slow child! Should we do it? Do we realize at what cost we do it? Such a child has his life to live, and it cannot be bright at best. We may not be able to make a scholar of him, but we should do what we can to help him. Let us not neglect the slow child.

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## A PRIMARY SCHOOL.

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BY MARY E. MAYHUGH, COLUMBUS.

On the first day of school Miss L. entered the Fairview Building with the expectation of taking the Fourth Grade. She was a new

teacher, full of enthusiasm and in love with the idea of a teacher's work.

The first morning proved de-

lightful. The children were on their best behavior, willing and ready to welcome the change from play to work, especially with such a bright pretty teacher to work with.

Miss L. for her part was so in love with the children and so full of plans for the new year that she could scarcely eat her noon lunch and hurried back to school an hour before the afternoon opening. But the children were not far behind her for on entering the building she was surprised to see at least a dozen standing in the hall who had been sent up for coming too early.

This afternoon she had determined to learn their names. With some this proved a very easy matter. She learned to know Frederick Stone in a very short time for the boy whose hand was always up. So zealous was he in answering questions that she concluded that he must be a hard worker but bound to be in evidence. (This opinion she gave Miss M. his teacher of last year, who thinks that Frederick must have turned over a new leaf if he is working.)

The boy in the back seat in the left hand corner is Fred Schmidt, a sunny faced, red-cheeked, brown-eyed, German-American, who is making the effort of his life to keep from giggling and whispering to Fred Goldstein the Hebrew lad in front of him, whose great idea is to succeed and "get a job," like his big brother Max.

The girl in the much be-ruffled dress is Nellie who reads with great expression but little thought and is now so taken up with L.'s pretty waist that for once she keeps her eyes to the front and gives Miss L. the impression of good attention.

That boy in the first seat in the second row is Samuel Solomon — quiet but imbibing all the knowledge it is possible to get and ready with an intelligent answer now and then.

The small black-eyed girl in the first seat is Rebecca, who astonishes the teacher by her ability to always give good answers and to express herself in complete sentences.

The pretty little girl in the first seat in the first row is Minnie, the beauty of the school who has endearing ways all her own, who squeezes the teacher's hand at every convenient opportunity.

Marie, Gertrude and Elsie do not shine but all seem to be nice girls and give promise of good work.

Three months later we see Miss L. a little thinner, much less enthusiastic, with less confidence in her own and her pupils' ability.

She knows that Frederick is a lazy good-for-nothing, that Fred Schmidt can do more whispering in five minutes than most people could do in an hour, that Nellie has her desk stocked with paper dolls, beads and picture cards and that her mind is generally in her desk. Besides there is Cecil, "a yaller

boy" who though a fine reader has dipped so often in his mother's yellow backed novels that he often neglects school to go in search of adventures.

There is Martha, a tall mulatto girl of five feet six who has spent two years in every grade and promises to spend another in this one, who gives her date of birth as 1789 which Miss L. is inclined to believe. On the other hand she finds a little comfort in Samuel who is working toward an Excellent and is generally quiet and steady. There are Minnie and Rebecca, too, who though inclined to chatter a great deal are in earnest about their work and do it well.

Marie, Gertrude and Elsie are all that they promised to be the first day and there are a few boys who seem to be making improvement.

The last day of school comes and Miss L. realizes that though she

has changed her views many times in regard to her pupils that at last she really knows them and is sorry to say good-bye.

She has found that Frederick is never too lazy to be polite and that he is really trying to work — that Fred does less whispering and giggling — that Nellie is a very generous girl and is trying to put her mind on higher things than paper dolls — that Martha is doing her best in her own plodding way and that she and Cecil are both grateful for favors. Cecil moreover has developed a remarkable talent for composition and is more interested in school.

There have been many ups and downs — many bright days and many dark days, but both teacher and pupils feel that they have helped and been helped by contact with each other.

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## A TRIBUTE.

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BY CELIA SCHANFARBER, COLUMBUS.

One bright morning last May as I approached the school house at the accustomed hour, I observed that a peculiar stillness pervaded the air, there were no children on the playgrounds and the flag was at half mast. I knew the meaning of that for I had been expecting for some time to hear of the death

of one of my beloved fellow-teachers. And yet one is never prepared to hear of a great sorrow and a shudder ran through me when a little girl stepped up to me and said, "Did you know Miss Ashbrook is dead?"

There was no school that morning. All of the children, led by

the superintendent and accompanied by their teachers, marched to a little home about two squares away, a home full of sorrow. One by one those children passed through the house and looked for the last time at the earthly remains of one who had been to them a teacher and a friend. The little girls hung their heads to hide the tears that would unbidden come and the little barefooted boys twisted their hats in their hands and bit their lips to stifle their sobs.

Fellow teachers! I have been asked to pay a tribute to the memory of Bertha Ashbrook, to me, the silent eloquence of that tribute of love of those little children was more powerful than any words I could speak. And after the children had paid their tribute an elderly lady, a life-long friend of the departed one, arose, and with a trembling voice spoke of the infinite goodness and great unselfishness of our fellow-teacher, who though comparatively young, had completed her earthly pilgrimage. And then outside at the gate a little boy lingered, refusing to be consoled, sobbing continually "She won't speak to me any more." Oh! the wisdom of that woman who could win the love of young and old.

She possessed self-control—that self-control which helps one to suffer in silence.

"Then fear not in a world like this,  
And thou shalt know e'er long,

Know how sublime a thing it is  
To suffer and be strong."

There was perseverance to such a degree in this woman that for her no boy was too dull, no girl too thoughtless, no task too difficult. And love! "Greater love than this hath no man, that he lay down his life for his friend." This she did, literally, for consumption was not hereditary in that family but it was contracted by this noble girl while trudging across the fields to her school room. Love, wisdom, perseverance, self-control—cardinal virtues of a good teacher and a noble woman, these were characteristics of Bertha Ashbrook.

The circle of her influence may have been small but it will be lasting. A whole village was in mourning when she died and the grandest tribute I can pay to her memory is the one that Halleck paid to his friend:—

"None knew thee, but to love thee,  
None named thee, but to praise."

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#### THE RICH BEAUTY OF HELPING A CHILD.

"He who helps a child helps humanity with a distinctness, with an immediateness which no other help given to human creatures in any other stage of their human life can possibly give again. He who puts his blessed influence into a river blesses the land through which that river is to flow; but he who puts his influence into the fountain



where the river comes out puts his influence everywhere. No land it may not reach. No ocean it may not make sweeter. No bark it may not bear. No wheel it may not turn.

"Sometimes we get at things best by their contraries. Learn the rich beauty of helping a child by the awfulness of hurting a child,—hurting a child even in his physical frame—hurting him still more in soul and mind. The thing that made the Divine Master indignant as He stood there in Jerusalem was that He dreamed of seeing before Him a man who had harmed some of these little ones, and He said of any such ruffian, 'It were better for him that he had never been born.'

"If it is such an awful thing to hurt a child's life, to aid a child's life is beautiful."—*Phillips Brooks*.

#### SIMPLIFIED SPELLING.

Supt. J. D. Simkins of Newark, has issued a circular as a sort of course of study for his eighth grades, on the general subject of spelling from which we extract a few paragraphs lest they be lost to future generations. Among a great many other things he says "We study our miserable spelling from the cradle to the grave and then can not make a passing grade. If it were revised, as it should be, we need not study spelling at all and "could give St. Peter a better report." The pupils not being able to organize a strike against silent

letters, the only hope for them and the teacher is that some day the daily press may undertake to simplify our spelling. If spelling were simplified:

(a) The simpler forms would look queer for a month to those that can now read. (b) It would take nine or ten minutes to change to the new method and learn it. (c) We would have no use for a spelling book. (d) We could pronounce new words without a dictionary. (e) The book-makers would lose money. (f) A change would raise the dead phonic sense of the English world and endow it with life and reason. (g) Our whole vowel and consonant system would be reduced from chaos to order and evident meaning. (h) Our idolatry for silent letters would be soon swept away. (i) The Hot-tentot might stupidly continue to bow to his gods of stone and wood but the Englishman would arise from the foolish and selfish worship of his silent letter fetish. (j) The spelling that many common people now use would then be correct. (k) English would not be nearly as difficult to learn as Chinese. (l) Spelling would be the easiest instead of the most difficult branch. (m) Many a poor speller would not be dragged or driven to school for twelve years. (n) The labors of the truant officer and police court would be reduced. (o) The history of a word would be better preserved than at present,

for then letters would represent sounds while now they represent nothing or any one of a dozen sounds. (p) Letters could then be justified by their only excuse for being; viz, that of indicating and preserving the present pronunciation and meaning of words. We are more concerned in what a word means now than in what it meant a thousand years ago.

### QUESTIONS ON JAMES'S PRACTICAL AGRICULTURE.

By Prof. A. B. Graham, Department of Agriculture, Ohio State University, Columbus, Ohio.

#### CHAPTER VIII.

##### *Nature and Origin of the Soil.*

1. What is meant by the terms clay, sand, humus and loam?
2. What are the characteristics of a clayey soil? Of a sandy soil? Of a humus soil?
3. How are sand, clay and humus formed?
4. What usually determines the nature of soil?
5. How are soils formed and distributed?

#### CHAPTER XI.

##### *Tilling and Draining of Soil.*

6. What is meant by weathering?
7. Give three reasons why drainage is necessary.
8. What besides drainage will hasten the sweetening of soil?

9. What soils need drainage most? What ones least? Why?

10. Why is it necessary that air and water be in the soil?

11. Give a few reasons why soils should be tilled? What is the difference between tillage and cultivation?

12. What effects result from draining soil?

#### CHAPTER X.

##### *Improving the Soil.*

13. What causes the soil to become exhausted? Why was virgin soil quite fertile?

14. Define "bare fallow." Why is it necessary?

15. What is meant by "green-manuring?"

16. What advantage has "green-manuring" over "bare-fallowing?"

17. From 95 to 98 per cent. of the plant food is obtained from the air. What does it obtain from the soil in the remaining two to five per cent.?

18. What three essential plant foods must be supplied through the soil?

19. In what way does barn yard manure improve the physical condition of soils?

20. In commercial fertilizers, what materials are used to furnish nitrogen? What potash? What phosphoric acid?

21. How improve a mucky soil? How improve a light-colored soil?

22. What is meant by available and unavailable plant food?

23. In what ways may unavailable plant food be made available?

24. Define nitrification. Under what conditions is it best carried on?

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**VICTOR HUGO'S DESCRIPTION OF THE SEA.**

There are, indeed, men whose souls are like the sea. Those billows, that ebb and flood, that inexorable going and coming, that noise of all the winds, that blackness and that translucency, that vegetation peculiar to the deep, that democracy of clouds in full hurricane, those eagles flecked with foam, those wonderful star-risings reflected in mysterious agitation by millions of luminous wave-tops — confused heads of the multitudinous sea, — the errant lightnings which seem to watch, those prodigious sobbings, those half-seen monsters, those nights of darkness broken by howlings, those furies, those frenzies, those torments, those rocks, those ship-wrecks, those fleets crushing each other, mingling their human thunders with the divine thunders and staining the sea with blood; then that charm, that mildness, those festivals, those gay white sails, those fishing-boats, those songs amid the uproar, those shining ports, those mists rising from the shore, those cities at the horizon's edge, that deep blue of sky and water, that useful asperity, that bitter savor which keeps the world wholesome, that harsh salt

without which all would putrefy; those wraths and those appeasements, that all in one, the unforeseen amid the changeless, the vast marvel of inexhaustible varied monotony, that smoothness after an upheaval, those hells and those heavens of the unfathomed, infinite, ever-moving deep, — all this may exist in a mind, and then that mind is called genius, and you have Aeschylus, you have Isaiah, you have Juvenal, you have Dante, you have Michael Angelo, you have Shakespeare; and it is all one whether you look at these souls or at the sea.

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**ELEMENTARY AGRICULTURE FOR COUNTRY SCHOOLS.**

By Prof. A. B. Graham, Ohio State University.

*Of what Use to Plants are Roots.*

To follow what would usually be considered the logical plan, one should begin with a discussion of soil formation, its composition and physical characteristics.

Since the plants which will produce the greatest amount of the nutritious food for man and animals, the largest quantity of fruit fiber and wood of the best quality, or the most beautiful flowers and foliage, are the things most to be desired from one's labor in the field, forest, garden, or lawn, it follows that everything else should be looked upon and considered as agents contributing to the plant's growth

and development or as causes for preventing its natural growth.

Most farm boys have had many experiences with common farm plants—rendering unnecessary certain statements and experiments. His experiences and observations are somewhat miscellaneous, as they should be. All that is necessary is to sustain his interest in his surroundings that he may acquire an aggregation out of which a reasonable degree of order and system may be begun.

It is very interesting to observe the sprouting of seeds and the growth of the plants; the function of leaves as demonstrated by experiments excites no little degree of wonder, but the study of the use of that part of the plant which is usually out of sight is quite as interesting as the study of those parts more commonly seen.

For the sake of orderly arrangement, it is preferred to consider each function of roots under the heading "experiment." The experiment need not be performed unless by so doing the point would be made more impressive.

**Experiment 1.** Pull up a hogweed or red-root or any other weed. Try to pull up a stalk of corn.

Every one who has firmly planted himself to remove a stubborn weed has learned what one purpose of roots is.

**Experiment 2.** Dampen some black velvet after a few radish

seeds have been placed on it; keep it warm, and in a few days tiny rootlets will be seen putting forth.

Burn some fine sand on an old shovel so that any vegetable matter may be removed. Place this in a can. When quite cool plant a few radish seeds.

In another can containing ordinary soil, plant a few radish seeds the same depths as those first planted. Water both.

What did the roots find in one can that they did not find in the other?

**Experiment 3.** In each of two cans place radish seed, corn, or beans. After the sprouts in the cans are an inch or two high, cease watering one, but continue with the other.

Of what use do we now find roots?

**Experiment 4.** The radish usually has a solid root before it begins to blossom and fruit. If one will cut a radish lengthwise, or crosswise, it will be found to be hollow. Where has the fleshy part gone? Where does the fleshy part of the beet or turnip go when planted the second season?

**Experiment 5.** If one had Irish potatoes, sweet potatoes, dahlias, or artichokes, what would be done to produce plants the next year?

From a scientific standpoint these may not be considered roots, but commonly speaking they are so considered.

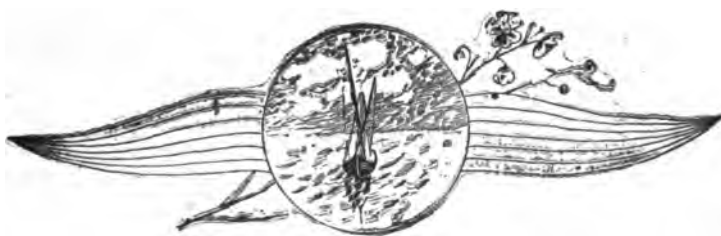
These five "experiments" simply

bring together what an ordinary upper elementary grade pupil may know. The process of gathering together under one head "Of What Use are Roots to Plants?" makes the exercise worth doing. It trains the observer or experimenter in the habit of reducing his miscellany of facts to some order. It trains in making more careful observations.

The writer was once asked to suggest a book that would help one in the study of nature. One that contained a great many questions but no answers was recommended. The purchaser was very much dissatisfied because the book did not answer its questions. Nature was doing all but thrusting her answers upon him.

Our children will not "eschew books and tasks" if we will only assist them in letting "nature answer what they ask." If we are painstaking in our asking and patient about receiving the answers our fear of bookish local geography and bookish agriculture will be lessened. Our children will be able to read the little nature books with eyes that see, and will listen to the story about nature with ears that hear.

The study of elementary agriculture must lean well toward the study of and sympathy with nature. The agriculturist must make of his work a business whose stay or support is science, and of his life a revelation of harmony with the law of God.



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## SUBSCRIPTION RATES.

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THE MONTHLY is mailed the first week of each month. Any subscriber failing to receive a copy by the fifteenth should give notice promptly, and another will be sent. Any person wishing his address changed should send notice not later than the twenty-fifth of the month, and must give both the old and the new address.

NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES, BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE.

THE teacher who does work for the child that the child can and should do for himself is doing that child a grievous wrong.

\* \* \*

We should not take up the time of the school in an effort to exhibit our own wares. We had our chance to do that at the examination.

\* \* \*

THE teacher who has failed to get all that he was hoping for in

the way of salary or promotion will not improve matters by pouting. Better look pleasant.

\* \* \*

IF we inculcate in our pupils self-control, self-reliance, and self-respect we have done that which is really worth while and we need not be ashamed of our work.

\* \* \*

FORTUNATE the teacher who has no occasion to draw upon her reserve power and thrice fortunate she who has reserve power to draw upon when occasion requires.

\* \* \*

AT the State Fair there were five men employed in caring for a two-year-old colt. Wonder if the owner of that colt ever objects to the princely salary that is paid the teacher of his children?

\* \* \*

THE teacher who has the sentiment of the community with him has fairly easy sailing but he who runs counter to public sentiment has rough seas and dark storms in his navigation.

\* \* \*

IF we will but determine what sort of work will fully satisfy ourselves we shall have a standard by which to measure our entire professional career. If we are growing we are not easily satisfied.

\* \* \*

WITH good colleges scattered all over Ohio there are excellent opportunities for many young teachers to do advance work even while the

are teaching. The college authorities will arrange work for them if they are in earnest.

\* \* \*

THE man who writes answers to the uniform questions and the man who publishes these answers both know down in their souls that they are preying upon the inexperience of young teachers and that they are violating the true standards of education.

\* \* \*

Too many people are so busy telling others how busy they are that they have no time left to busy themselves with real work. It is so easy to dawdle and to fritter away hours that would be golden if well used, but which, unused, are the merest moonshine.

\* \* \*

It is far better to train the boy so that he will exact neatness and accuracy from himself than to practice these at the behest of the teacher. If he makes these demands upon himself he is developing habits that will become character, and that is himself.

\* \* \*

It is so easy to prove to ourselves that that course is right that tallies with our own inclinations. We want to pursue a certain course and therefore by a bit of sophistry we convince ourselves that this is really the only course to pursue. Then we pursue it.

It is a source of extreme delight to go into a school and find teachers who know just what to do and how to do it, without suggestions from superintendent or principal. These are the people who have initiative and this is the power that makes for leadership.

\* \* \*

THE more people do the less time they have to talk about their achievements. The trouble with most people is they have too little work. Of course, they should have variety but, in truth, the best way to rest is to work at something else. It is worry that kills and not work.

\* \* \*

ALL summer long we have been hearing echoes of Dr. Brumbaugh's Put-in-Bay address, and no speech in recent years has been more generously quoted, or more universally praised. It struck the key-note and many teachers all over Ohio are thinking, as never before, upon the subject of thorough preparation for their work.

\* \* \*

ONE of our agents said a good thing at an institute when agents for various publications were given an opportunity to exploit their wares. Some of these had grown eloquent in describing the advantages of their combination offers. When the MONTHLY agent took the floor he calmly remarked, "When Theodore Roosevelt is on the program no other attractions are needed."

and development or as causes for preventing its natural growth.

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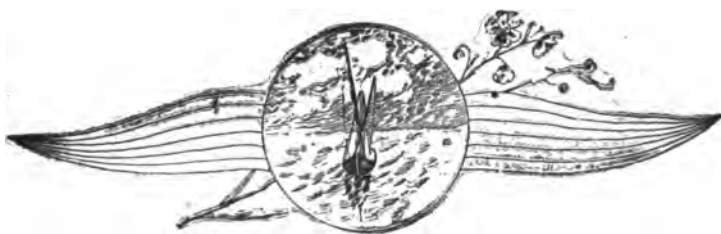


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teachers the fullest possible measure of authority. Lack of authority is the principal cause of failure in discipline and consequent worry and trouble on the part of the teacher. Authority commands respect and gives dignity to the office of teacher. Authority also gives a teacher the confidence in her own power necessary for the best control of the pupils.—*American Education.*

\* \* \*

INSTITUTE instructors stand before bodies of teachers and urge Reading Circle work and the reading of professional journals till they are red in the face, but there are always some who think these instructors are visionary. These people, therefore, leave the institute without taking a single step in advance. They don't join the Reading Circle and they don't subscribe for any periodicals, but they don't fail to secure their certificate of attendance so as to draw salary for the week. They probably think they have saved a few dollars, but five years hence when those about them have been promoted they will wish they had acted upon the suggestions of these instructors.

\* \* \*

THE large increase in the number of subscribers to the MONTHLY during the institute season made the work of our office force so heavy that the September number was delayed, even though we secured extra help. However, we

feel sure our readers will all rejoice with us that so many of our Ohio teachers thus put the stamp of their approval upon the professional tone of the MONTHLY and give it their support. Our mailing lists are now in shape, and hereafter we shall be able to issue the journal on time. We are grateful to all who so nobly assisted in bringing to our books this large increase of names, and shall try to make the MONTHLY better than ever.

\* \* \*

IT should always be borne in mind that these children before us will be called upon to do ordinary work throughout their lives, and they will do it in the ordinary way unless they are taught to mix some sunshine and the odor of flowers in the compound. If we can but teach them to glorify drudgery, to make it a bit more artistic we shall be doing them and the world at large a real service. The artisan may do his work artistically, and it will be none the worse for that. There are at least two ways of washing dishes, and the artistic way is the better for all concerned. To inspire the boys and girls to take pride in doing the humblest tasks well is to elevate the standard of civilization.

\* \* \*

THE pedagogical somnambulist is a curious specimen. He shows only the faintest signs of life save only in the power of locomotion. and even this can not be called

rapid transit. He eats, of course, but doesn't seem to realize how much of poetry is connected with the food as it comes to him from the flowery tropics, from the plains that billow with golden grain, and from the hills that lift their fruits to receive the kisses of the sun. He feels none of these things, but creeps about without animation, without purpose, without life. But let no one dare to prod him. He might fall out the window and wake up. Then he would be unhappy.

\* \* \*

THERE is always a temptation in the early days of the school year to descant at large upon the rules and regulations that are to be observed during the year, and much of this sort of thing means time wasted. The teacher who must bolster his administration up with a multitude of rules thereby advertises his weakness to the pupils and they are not slow to appreciate the situation. It is always well to perform more than we promise, and this can not be done when numerous rules are promulgated. The teacher forgets some of them, or conditions change and, then, he is discounted by the pupils and thus loses ground that can hardly be regained.

\* \* \*

THE little boy remarked that his teacher was always saying that if anything funny occurred she enjoyed a laugh as much as anybody

and then added, "But nothing is ever funny to her." This is the boy's side of the question, and it is worthy a second thought. We must see the thing from the child's view point in order to be of most service as a teacher. If we assume that ours is the only way then we must continually be convicting the child of wrong and, in so doing, we do him grave injustice. Children do not want to be patronized, but they do enjoy having the teacher see the thing as children see it. This can only be done by keeping the heart young.

\* \* \*

IT is none too soon to begin preparations for the centennial celebrations that will be inevitable in 1909, for that year will mark the one hundredth anniversary of the birth of several men distinguished in history and literature. We shall want to celebrate in a way that is fitting this anniversary of Holmes, Tennyson, Poe, and Elizabeth Barrett Browning, and enterprising teachers can use all the time intervening in making thorough preparation. Then, too, we shall pay like tributes to the memory of Lincoln and Gladstone, and to do this well will require work. We shall want to recall, also, the names of Jules Fevre, Darwin, Kinglake, as well as the great Mendelssohn.

\* \* \*

IT needs to be repeated over and over again and with the strongest kind of emphasis that the mere

turning of pages is not, never was, and never will be teaching. To say that a class has covered so many pages of a book, proves absolutely nothing, and the teacher who makes such a statement lays himself open to questions that might prove embarrassing. The really good teacher could succeed without the book, while the poor teacher can not succeed with all the books. It is not a question of books nor of pages within the book, even though the book is a convenience, but rather a question of the truth ingrained in the pupil. Again let it be said that turning pages is not teaching.

\* \* \*

THE teacher in the country can do a signal service to his district by getting the boys and girls so interested in James' "Practical Agriculture" that they will want to borrow teacher's copy for father to read. In time the entire neighborhood will become interested in the subject and possibly a meeting will be held at the school-house to discuss matters suggested by the reading of this book. Then, next summer that neighborhood will show better fences, better out-buildings, better country conditions on every hand, and all because the teacher was wide-awake and did not hide his Reading Circle book under a bushel.

\* \* \*

HIGH art in the school-room is the successful teaching of reading.

To train the pupil in such a way and to such a degree as to give him the ability to extract the full meaning from the printed page is the very acme of the teacher's work. This is the great test of good teaching on the art side, and it is a worthy ambition for any teacher. In after years the pupil will be called upon to read books that are more profound and more abstruse, but it is all but a continuation of the work he is doing in the school readers. The successful teacher of reading, therefore, is worthy a place among the other artists,—musicians, painters, sculptors, and architects.

\* \* \*

IF some pupils in the class are day dreaming, wool gathering, building air castles, then it is certain that the recitation is not wholly successful. The teacher who can hold the attention of every pupil rigidly focused upon the subject every minute of the recitation period without wavering, he is the teacher who is most successful and will show results at the end of the term or year. This power of concentration itself is one of the very best results to be sought in the recitation, and no amount of arithmetical knowledge will fully compensate for dawdling. If the boys work at their tasks as firemen fight fire they will accomplish much in the time allotted and will also gain a training of great value in itself. A glance at the faces of the pupils

shows instantly whether there is a master at the teacher's desk.

\* \* \*

OCTOBER! How the whole being thrills with emotion at the very word! This is the month when nature decks herself out in her choicest robes as if to be worthily clad when she comes to dispense her treasures of orchard, vineyard, and field. This the month, too, when the breeze sighs its lullaby in the tree-tops as it comes to tuck the flowers in their beds, and when they have gone to sleep mother nature covers them with draperies more gorgeous than ever graced the couch of royalty. Beauty is now on the throne, and her gentle scepter conjures up smiles, rosy cheeks, joyous laughter, and abounding life. Children pay her homage and deck themselves in her royal colors, as they strew their path to school with leaves and laughter. All hail dreamy, delicious October!

\* \* \*

MAMMA died at four o'clock this morning, but little Louis does not know. He's such a little boy. He has had such a good day. The boys have all been so kind to him. They have taken him riding and have given him candy, fruits, nuts, and pennies all day long. And he has been so happy. Papa has been very sad, but Louis does not know. He's such a little fellow. Mamma hasn't talked to him, but the boys have. They have kept him busy all day. But they haven't told him that

mamma will not talk to him again. They know, but they could not tell him. He's such a little fellow. He's going away on the train to-night—on the really choo-choo cars, oh, ever so far. The boys have cried some to-day, but they didn't let Louis see their tears. He's such a little fellow.

\* \* \*

It is a very delicate matter for the teacher to make any attempt to forestall premature manhood and womanhood, and yet right here is one of the greatest obstacles in the pathway of boys and girls. The girl of fifteen who yearns to be a society lady and who, possibly, is encouraged in this by the home, is missing a fine opportunity to be a wholesome girl and lay the foundation for a better and brighter young womanhood a few years later. The teacher knows this, but shrinks from assuming the prerogative of wise counsellor. It is a grave responsibility to be sure, but if this service is performed wisely and in a kindly way, it may prove the salvation of some boy or girl and ultimately win for this teacher the gratitude of many people.

\* \* \*

WITHOUT any desire to dictate what the character of the uniform questions ought to be we can see very clearly that it would be well for all teachers to become familiar with the early history of Ohio before the time for the Jamestown exposition. Very soon now the

public press will begin to teem with references to many events connected with the early history of our State, and the teachers will be called upon frequently to settle mooted questions and otherwise give information on the broad subject. We are preparing the way by publishing a cut of "Adena" in this issue, and surely every teacher in Ohio ought to know something about this historic place. We shall hope to see many questions pertaining to Ohio in the next few months.

\* \* \*

COURSES of study are necessary, and we must have rules and regulations as well as a certain amount of machinery in the school, but these as units or in combination are unimportant compared with the importance of the boy. He is the element in the school that demands most attention, and the course of study should be flexible enough to meet his needs. If the machinery of the school doesn't fit the boy we would far better get some that does rather than try to make him fit the machine. We shall determine what this boy is good for by making a careful and sympathetic study of what is good for him. We can afford to wait for glory if we use our time and energies in making of this boy all that he is capable of becoming.

\* \* \*

IN his noble address before the teachers of Columbus at the city institute Judge E. B. Dillon empha-

sized the fact that many a boy is sent adrift and alienated from the best in civilization through lack of sympathy somewhere, either in the home or in the school, and he urged teachers to see to it that the children be made to feel every day and every minute of the day that they have a friend in the teacher, one who is willing to forgive, not once, but many times, and who is ready and anxious to help an erring one to his feet whenever he stumbles and falls. It is one thing to be a martinet in the school but quite another to be a friend, and the child who knows down in his heart that he has a friend has at least one anchor to hold him steady.

\* \* \*

THE historical societies of the State are performing a noble service for Ohio by erecting tablets to commemorate great historical events. One such was unveiled at Greenville August 3, to commemorate the treaty with the Indians by General Anthony Wayne, August 3, 1795, which President McKinley said was "the most important event necessary to permanent settlement and occupation in the existence of the whole Northwest territory." All honor to these societies for their patriotic services! The teachers and schools can do much to arouse public sentiment favorable to such movements. It is high time these places were marked and we ardently hope that in the very near future our Legislature

will take up the matter and appoint a commission to look after this very important work.

\* \* \*

It has often been said by philosophers that teachers should change their environment every five years, but the newer philosophy is that they should change it every one year. This does not mean that they should become peripatetics, but that they should so change present conditions by dint of hard work that there may be a new set of conditions next year. The old dead trees must be dug up and young vigorous ones planted. The weeds must be supplanted by beds of flowers. The ramshackle old buildings must give place to new ones that are true to the principles of architecture. The hackneyed speeches must be replaced with new and better ones. The methods of teaching must be improved. New subjects must be presented in new ways. To-day's work must not be a mere recital of past achievements. Work, growth, life—these must be the watch-words of the hour or we shall soon become reminiscencers, and very soon after that reminiscences.

\* \* \*

ONE of the most scholarly and progressive ministers in Ohio has been using King's "Rational Living" as a basis for his prayer-meeting talks for some time past, and thus his hearers have heard something better than platitudes. This statement is made to emphasize the

fact that scholars commend this book and use it in their work. The young teacher may possibly find some of the pages rather difficult reading, but it will pay to persevere, for in giving this book a careful study he will have the satisfaction of knowing that he is in distinguished company. He may say he doesn't specially enjoy it, but that would be a poor excuse for not reading it if it has the sanction of scholars. Teachers are not supposed to shun all work that presents difficulties and seek only that which is easy. We need to cut our eye-teeth.

\* \* \*

At its best, the school affords conditions that are conducive to healthful growth. It is not a hothouse to produce abnormal development, but should be the same as the spacious out-of-doors where growth is normal and natural. The atmosphere of the school both physical and spiritual should be as pure as the atmosphere of the bright October morning. To this end the teacher must lead a natural life in the school-room—and conditions must not be strained or artificial. The teacher who has good red blood knows this full well and makes the school as natural and easy as the best conditioned home. She is best content when she sees the children developing naturally, albeit slowly, and is alarmed to note any signs of premature development. The presence in the school

of a teacher who is natural is the most wholesome influence possible.

\* \* \*

IN discussing the question of teachers' wages we should use the year as a unit. What is the teachers' average salary per year? Two dollars per day or \$40.00 per month sounds much larger to the average patron than does \$280.00, \$320.00, or even \$400.00 per year. The latter sum seems insignificantly small as the total product of a year's skilled labor by an educated man or woman. Think of paying for one's board and clothes from such sums, spending the amounts necessary to keep up in the profession, and laying by a fraction for age or pain. Committees, commissioners, and departments should always refer to the yearly wages in making reports on the subject.—*Moderator-Topics*.

\* \* \*

WE have been studying books on psychology and pedagogy long enough now to be somewhat conversant with the teaching concerning the law of suggestion, and if we have learned our lesson well we know that the boy's mind jumps at a suggestion instantly. Tell boys that they must not cut desks, and they become aware, at once, that they have knives in their pockets. Tell them that no matches must be thrown upon the floor, and their fingers twitch to explore their pockets for matches. Preach against cigarettes and the same results follow. The upshot of the whole mat-

ter is that negative teaching is bad teaching, and psychologically unsound. On the other hand, positive teaching redounds to the credit of the teacher and to the profit of the pupil. If we want a boy to read a good book it were better to name this book and not mention the name of the book he should not read. Tennyson understood psychology when he said, "Better to praise the good than rail at the bad." There is enough to be done on the positive side without suggesting to our pupils the negative. If we want order, cleanliness, flowers, good books, good pictures—then we should suggest these things, and keep pupils so busy with these that they will have neither time nor inclination for their opposites. No teacher ever yet succeeded with the word "don't" for a slogan.

\* \* \*

DR. S. D. FESS has accepted the presidency of Antioch College, and all the friends of that institution are rejoicing. The college has a splendid history, and with Dr. Fess to lead the active agencies must in the very nature of things, have a noble career before it. There is small need to eulogize Dr. Fess to our readers, for his scholarly attainments, his sterling manhood, his splendid forensic ability, and his power as an executive are all matters of common knowledge. Antioch has a good plant, and a comfortable, though not large, endowment. Horace Mann gave it a



name that endures, and all that is needed is a man who is willing to build slowly and steadily upon this good foundation. Dr. Fess is this man. He is solid, substantial, rational. Mere pyrotechnics do not appeal to him, and whatever Antioch appears to be on paper in future that it will be in fact. There will be downright honesty in the internal management and the same sort of honesty in the representations that are given to the public. Hard work and plenty of it will characterize the life of the college henceforth, and this sort of activity will inevitably receive its reward. Our congratulations to Antioch are hearty and unqualified, for we are fully persuaded that Dr. Fess is the man of this country who has the qualities necessary to make the college what it has a right to be. Moreover, we extend a cordial welcome to Dr. Fess as he returns to his native State, and assure him that we are thus voicing the sentiment of thousands of his friends all over Ohio.

\* \* \*

THE teacher who tries to make apparatus take the place of teacher and teaching is woefully degrading his profession. Books, apparatus, equipment — all these are helps but they are only helps. They are not indispensable by any means. A train load of apparatus wouldn't make a school. The teacher is the one indispensable element and the right sort of teacher, the real

teacher outweighs all the equipment. We teachers spend so much time in discussing the comparative merits of books and the like, that we seem to lose sight of the fact that we might banish all the books, and still have a good school if we but have a teacher. We are, at times, a frightfully fussy folk about non-essentials.

\* \* \*

JUST stand by and watch any man for a while and note how he attacks his problem and then how he proceeds after the initial attack and you can determine whether he has good red blood in his veins or only whey. You can tell whether he is a man or merely a mass of protoplasm. If he is a man, a difficulty is but a call for great effort and perseverance, and he smiles as he redoubles his energy for he is absolutely certain of ultimate victory. He spends no time in explaining why he didn't do a thing, or can not do it. He's too busy doing it to expend any of his precious time thus. Moreover, he meets conditions as they are, even though they seem to be adverse, and he wins, for he is a man.

\* \* \*

Now, honestly, how would you like to be the pupil sitting there and listening to the teacher's dreary lecturing by the half hour? How would you like to sit there and watch the teacher doing the work that you would enjoy doing? How would you like to have some one

call you stupid, lazy, ill-bred? How would you like to be nagged and berated a dozen times a day? How would you like to sit there "in position" with your hands behind your back for half an hour just because some one told you to do so? How would you like to be sneered at whenever you make a mistake? How would you like to be compelled to do a thing in an unnatural way when the natural way would be the better? How would you like to take the place of one of your pupils?

\* \* \*

DELIVER us from the horrors of pedagogical red-tape! It is a veritable devil-fish that strangles the very life and spirit of the school. How any man or woman can waste time in such prodigal fashion is past comprehension. But the waste of his own time would not be so bad if it only did not interfere so sadly with the progress of the pupils. If the teacher delights in red-tape, there are positions in dry-goods stores to be had. If he enjoys running a mere machine he could get a position in a factory where machinery is regnant. But to try to degrade a school to the rank of a machine is to have a very inadequate conception of what a school ought to be. A school where life, and buoyancy, and joy abound is far better than the best machine ever constructed — even if it is bound with red-tape.

IN one of the counties of Ohio there is an ex-teacher who for thirty years taught the same kind of school without promotion and without special recognition. Then, at last, she could not get a certificate and her work was done and her heart broken. The remaining years of her life will be given to a recital of her wrongs. The other side of the story is this: She received thirty one-year certificates and never was seen reading any book but a book of questions and answers. If she had thrown this book into the fire the first year, the first step would have been made in the line of promotion. If she had depended upon herself she would have secured better certificates. Friends warned her but to no effect. She didn't want their advice. So she went on till she bumped. Then it was too late.

\* \* \*

THERE are many kinds of reading just as there are many kinds of food and just as many kinds of readers. To have nothing but breakfast-foods, week in and week out, would be a dismal regime. To read nothing but "Wiggs" books, would be just as dismal and quite as enervating. There are people who read Kant and find pleasure in the process, and it ill becomes us little people to call these other people crazy and to characterize Kant as rubbish. We simply haven't gone on far enough to know. There are many people who enjoy Browning and if

we do not we ought to be pretty sparing of our criticisms. We may be reading Browning ourselves next year and then we should be kept pretty busy making due apologies for our former criticisms. There are people who pay three dollars a year for the *Atlantic Monthly* and read it with great interest. If we do not read such magazines perhaps these other people feel sorry for us. However, they would be too polite to say so, for they are cultured people, else they would not select that sort of literature. They do not buy a Sunday paper for the colored supplement. They do not buy books or anything else just because of cheapness. They are not satisfied with anything short of the best, and they know what the best is. Of course, if we can't read and enjoy the higher grade books, magazines, and papers we should not spend our money for them, but we ought to offer up a silent prayer every day that we may be able some day to enjoy them.

\* \* \*

ANOTHER real leader in the educational world has been called home, and the "Old North State" universally mourns the loss of the man who had been the inspiration of her educational activity for nearly a quarter of a century. Dr. Charles Duncan McIver, president of the State Normal and Industrial College, Greensboro, N. C., died suddenly of apoplexy, September

17, on the train on which he traveled as a member of the reception committee which was escorting Hon. William J. Bryan to that city. Instead of the political address which was to have been delivered, Mr. Bryan and Governor Glenn of North Carolina spoke on the life and work of Dr. McIver, who for fifteen years had been president of the educational institution which is the pride of the city and state.

\* \* \*

#### THE CINCINNATI SCHOOLMASTERS' CLUB.

The Schoolmasters' Club, of Cincinnati, enjoys the distinction of being thoroughly democratic, and in this spirit is doing a great work for the schools in all that locality. Here, on a common footing meet superintendents, principals, teachers, college men, and men of national renown, and each one is made to feel at home. This club always holds one of the meetings on Friday afternoon of the week in which the city institute is held. The last meeting was held Sept. 7, and among the guests of honor was Rev. J. C. Hartzell, D. D., Bishop of Africa. Needless to say he was a guest of honor in every sense of the term. The program continued nearly the entire afternoon, and the occasion will long be remembered by every one present. Those present were: J. C. Hartzell, R. T. Wyche, Charles W. Dabney, U. L. Monce, W. H. Maddux,

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## SUBSCRIPTION RATES.

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NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES, BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE.

THE teacher who does work for the child that the child can and should do for himself is doing that child a grievous wrong.

\* \* \*

We should not take up the time of the school in an effort to exhibit our own wares. We had our chance to do that at the examination.

\* \* \*

THE teacher who has failed to get all that he was hoping for in

the way of salary or promotion will not improve matters by pouting. Better look pleasant.

\* \* \*

IF we inculcate in our pupils self-control, self-reliance, and self-respect we have done that which is really worth while and we need not be ashamed of our work.

\* \* \*

FORTUNATE the teacher who has no occasion to draw upon her reserve power and thrice fortunate she who has reserve power to draw upon when occasion requires.

\* \* \*

At the State Fair there were five men employed in caring for a two-year-old colt. Wonder if the owner of that colt ever objects to the princely salary that is paid the teacher of his children?

\* \* \*

THE teacher who has the sentiment of the community with him has fairly easy sailing but he who runs counter to public sentiment has rough seas and dark storms in his navigation.

\* \* \*

IF we will but determine what sort of work will fully satisfy ourselves we shall have a standard by which to measure our entire professional career. If we are growing we are not easily satisfied.

\* \* \*

WITH good colleges scattered all over Ohio there are excellent opportunities for many young teachers to do advance work even while they

are teaching. The college authorities will arrange work for them if they are in earnest.

\* \* \*

THE man who writes answers to the uniform questions and the man who publishes these answers both know down in their souls that they are preying upon the inexperience of young teachers and that they are violating the true standards of education.

\* \* \*

Too many people are so busy telling others how busy they are that they have no time left to busy themselves with real work. It is so easy to dawdle and to fritter away hours that would be golden if well used, but which, unused, are the merest moonshine.

\* \* \*

It is far better to train the boy so that he will exact neatness and accuracy from himself than to practice these at the behest of the teacher. If he makes these demands upon himself he is developing habits that will become character, and that is himself.

\* \* \*

It is so easy to prove to ourselves that that course is right that tallies with our own inclinations. We want to pursue a certain course and therefore by a bit of sophistry we convince ourselves that this is really the only course to pursue. Then we pursue it.

It is a source of extreme delight to go into a school and find teachers who know just what to do and how to do it, without suggestions from superintendent or principal. These are the people who have initiative and this is the power that makes for leadership.

\* \* \*

THE more people do the less time they have to talk about their achievements. The trouble with most people is they have too little work. Of course, they should have variety but, in truth, the best way to rest is to work at something else. It is worry that kills and not work.

\* \* \*

ALL summer long we have been hearing echoes of Dr. Brumbaugh's Put-in-Bay address, and no speech in recent years has been more generously quoted, or more universally praised. It struck the key-note and many teachers all over Ohio are thinking, as never before, upon the subject of thorough preparation for their work.

\* \* \*

ONE of our agents said a good thing at an institute when agents for various publications were given an opportunity to exploit their wares. Some of these had grown eloquent in describing the advantages of their combination offers. When the MONTHLY agent took the floor he calmly remarked, "When Theodore Roosevelt is on the program no other attractions are needed."

THE young teacher should see to it that the leaders in his county become favorably impressed with him and his work. This is far more important than that he should receive an introduction to the great of the world so far as his promotion is concerned. It is far better for him to merit the confidence of the superintendent in the county-seat than that he should merely meet and greet king or emperor.

\* \* \*

FROM various quarters of the State come protests from county examiners against the publication of answers to the uniform questions. Many of the answers given do not show the scholarly flavor that the examiners would like, and yet these answers are shown as proof that the applicant's answers were correct. The letter of the answer may be approximately correct, and yet the spirit of the manuscript may reveal a lack of scholarship, and the examiner ought to be free to judge.

\* \* \*

THERE have been many promotions in Ohio during the past few months and, almost without exception, these can be traced to the fact that the teachers promoted had won the confidence of the teachers and superintendents round about them. Boards of education insist upon knowing how the candidate ranks in the profession, and those who have received promotion were recommended by teachers who know them and their work. A fine pro-

fessional spirit obtains among our teachers.

\* \* \*

THE work of the Reading Circle seems to have had a new impetus given it, and we look forward with great confidence to the long coveted ten thousand readers. Teachers can become members and have the three books for the small sum of two dollars and seventy-five cents, and we are persuaded that the investment will prove an excellent one. No one can afford to miss such an opportunity for professional advancement for this small amount, and we hope that all the county secretaries may have the cordial support of the teachers in their efforts to reach the ten thousand mark.

\* \* \*

VERY early in their career children should be made to understand that education will not give them immunity from work, but that it is intended to give them power to do more and better work. They should be made to know, also, that the worst possible fate that could befall them would be a denial of the privilege of doing work. The schools are intended to produce workers, and if they should fail to do this they would be a menace to society. This lesson can not be too much emphasized even in the face of opposite teaching in the home. Men, women, and children should all realize that work is one of the cardinal blessings.

YOUNG man, if you expect to make teaching your life work it were well for you to begin right, and become a professional teacher at once. This means that you identify yourself with the movements that make for professional work. Oh, yes, you can get along without these and live along, at a poor dying rate for a few years till you become so thoroughly dried up and dried out that a little puff of wind in the shape of competition will blow you out of the business. But there are better things in store for you if you will act with wisdom and foresight. You will not pass this way again.

\* \* \*

IF we are given to stereotyped expressions, to cant phrases, to platitudinous preachments, to cut-and-dried ways of saying and doing things, we need not be surprised to find the boys and girls mimicking us on the play-ground and in their homes. If we fail to move along with the procession and fail to use expressions that are different from and better than those we used last year, we should not be offended if the children laugh at us. They have a right to do so, and we have brought it upon ourselves. Such a course on the part of the teacher soon gives the children a sort of mental dyspepsia that can be cured only with merriment at our expense.

\* \* \*

IT is not always easy, in school work, to distinguish major from minor, but real mastery depends

largely upon making this distinction. It is easy enough to put in time on minor matters and try to persuade ourselves that they are major, and then have a great deal to say concerning the great volume of work that falls to our lot. A careful investigation of our program may disclose the fact that nine-tenths of what we have been doing was well nigh useless, and that we have been neglecting matters that should have had our attention. The most effective workers are those who have power to discern what is major and devote their energies in that direction.

\* \* \*

THE celebrated Agassiz once said: "Pupils should not be subordinates but young friends," and more and more are we coming to a realization of this principle in our school plans and practices. These children about us know and appreciate the difference and are glad to be placed upon a plane of friendship. Moreover, they rarely take advantage of this friendly relation. On the contrary, this very relation incites and inspires them to greater consideration, because it serves to inculcate in them self-respect. The teacher need not experience any loss of dignity by the process, and certainly she is the gainer in all that makes for the best sort of success.

\* \* \*

As school opens, we urge upon every principal and superintendent the duty of giving subordinate

teachers the fullest possible measure of authority. Lack of authority is the principal cause of failure in discipline and consequent worry and trouble on the part of the teacher. Authority commands respect and gives dignity to the office of teacher. Authority also gives a teacher the confidence in her own power necessary for the best control of the pupils.—*American Education*.

\* \* \*

INSTITUTE instructors stand before bodies of teachers and urge Reading Circle work and the reading of professional journals till they are red in the face, but there are always some who think these instructors are visionary. These people, therefore, leave the institute without taking a single step in advance. They don't join the Reading Circle and they don't subscribe for any periodicals, but they don't fail to secure their certificate of attendance so as to draw salary for the week. They probably think they have saved a few dollars, but five years hence when those about them have been promoted they will wish they had acted upon the suggestions of these instructors.

\* \* \*

THE large increase in the number of subscribers to the MONTHLY during the institute season made the work of our office force so heavy that the September number was delayed, even though we secured extra help. However, we

feel sure our readers will all rejoice with us that so many of our Ohio teachers thus put the stamp of their approval upon the professional tone of the MONTHLY and give it their support. Our mailing lists are now in shape, and hereafter we shall be able to issue the journal on time. We are grateful to all who so nobly assisted in bringing to our books this large increase of names, and shall try to make the MONTHLY better than ever.

\* \* \*

IT should always be borne in mind that these children before us will be called upon to do ordinary work throughout their lives, and they will do it in the ordinary way unless they are taught to mix some sunshine and the odor of flowers in the compound. If we can but teach them to glorify drudgery, to make it a bit more artistic we shall be doing them and the world at large a real service. The artisan may do his work artistically, and it will be none the worse for that. There are at least two ways of washing dishes, and the artistic way is the better for all concerned. To inspire the boys and girls to take pride in doing the humblest tasks well is to elevate the standard of civilization.

\* \* \*

THE pedagogical somnambulist is a curious specimen. He shows only the faintest signs of life save only in the power of locomotion, and even this can not be called



rapid transit. He eats, of course, but doesn't seem to realize how much of poetry is connected with the food as it comes to him from the flowery tropics, from the plains that billow with golden grain, and from the hills that lift their fruits to receive the kisses of the sun. He feels none of these things, but creeps about without animation, without purpose, without life. But let no one dare to prod him. He might fall out the window and wake up. Then he would be unhappy.

\* \* \*

THERE is always a temptation in the early days of the school year to descant at large upon the rules and regulations that are to be observed during the year, and much of this sort of thing means time wasted. The teacher who must bolster his administration up with a multitude of rules thereby advertises his weakness to the pupils and they are not slow to appreciate the situation. It is always well to perform more than we promise, and this can not be done when numerous rules are promulgated. The teacher forgets some of them, or conditions change and, then, he is discounted by the pupils and thus loses ground that can hardly be regained.

\* \* \*

THE little boy remarked that his teacher was always saying that if anything funny occurred she enjoyed a laugh as much as anybody

and then added, "But nothing is ever funny to her." This is the boy's side of the question, and it is worthy a second thought. We must see the thing from the child's view point in order to be of most service as a teacher. If we assume that ours is the only way then we must continually be convicting the child of wrong and, in so doing, we do him grave injustice. Children do not want to be patronized, but they do enjoy having the teacher see the thing as children see it. This can only be done by keeping the heart young.

\* \* \*

IT is none too soon to begin preparations for the centennial celebrations that will be inevitable in 1909, for that year will mark the one hundredth anniversary of the birth of several men distinguished in history and literature. We shall want to celebrate in a way that is fitting this anniversary of Holmes, Tennyson, Poe, and Elizabeth Barrett Browning, and enterprising teachers can use all the time intervening in making thorough preparation. Then, too, we shall pay like tributes to the memory of Lincoln and Gladstone, and to do this well will require work. We shall want to recall, also, the names of Jules Fevre, Darwin, Kinglake, as well as the great Mendelssohn.

\* \* \*

IT needs to be repeated over and over again and with the strongest kind of emphasis that the mere

turning of pages is not, never was, and never will be teaching. To say that a class has covered so many pages of a book, proves absolutely nothing, and the teacher who makes such a statement lays himself open to questions that might prove embarrassing. The really good teacher could succeed without the book, while the poor teacher can not succeed with all the books. It is not a question of books nor of pages within the book, even though the book is a convenience, but rather a question of the truth ingrained in the pupil. Again let it be said that turning pages is not teaching.

\* \* \*

THE teacher in the country can do a signal service to his district by getting the boys and girls so interested in James' "Practical Agriculture" that they will want to borrow teacher's copy for father to read. In time the entire neighborhood will become interested in the subject and possibly a meeting will be held at the school-house to discuss matters suggested by the reading of this book. Then, next summer that neighborhood will show better fences, better out-buildings, better country conditions on every hand, and all because the teacher was wide-awake and did not hide his Reading Circle book under a bushel.

\* \* \*

HIGH art in the school-room is the successful teaching of reading.

To train the pupil in such a way and to such a degree as to give him the ability to extract the full meaning from the printed page is the very acme of the teacher's work. This is the great test of good teaching on the art side, and it is a worthy ambition for any teacher. In after years the pupil will be called upon to read books that are more profound and more abstruse, but it is all but a continuation of the work he is doing in the school readers. The successful teacher of reading, therefore, is worthy a place among the other artists,—musicians, painters, sculptors, and architects.

\* \* \*

IF some pupils in the class are day dreaming, wool gathering, building air castles, then it is certain that the recitation is not wholly successful. The teacher who can hold the attention of every pupil rigidly focused upon the subject every minute of the recitation period without wavering, he is the teacher who is most successful and will show results at the end of the term or year. This power of concentration itself is one of the very best results to be sought in the recitation, and no amount of arithmetical knowledge will fully compensate for dawdling. If the boys work at their tasks as firemen fight fire they will accomplish much in the time allotted and will also gain a training of great value in itself. A glance at the faces of the pupils

shows instantly whether there is a master at the teacher's desk.

\* \* \*

OCTOBER! How the whole being thrills with emotion at the very word! This is the month when nature decks herself out in her choicest robes as if to be worthily clad when she comes to dispense her treasures of orchard, vineyard, and field. This the month, too, when the breeze sighs its lullaby in the tree-tops as it comes to tuck the flowers in their beds, and when they have gone to sleep mother nature covers them with draperies more gorgeous than ever graced the couch of royalty. Beauty is now on the throne, and her gentle scepter conjures up smiles, rosy cheeks, joyous laughter, and abounding life. Children pay her homage and deck themselves in her royal colors, as they strew their path to school with leaves and laughter. All hail dreamy, delicious October!

\* \* \*

MAMMA died at four o'clock this morning, but little Louis does not know. He's such a little boy. He has had such a good day. The boys have all been so kind to him. They have taken him riding and have given him candy, fruits, nuts, and pennies all day long. And he has been so happy. Papa has been very sad, but Louis does not know. He's such a little fellow. Mamma hasn't talked to him, but the boys have. They have kept him busy all day. But they haven't told him that

mamma will not talk to him again. They know, but they could not tell him. He's such a little fellow. He's going away on the train to-night—on the really choo-choo cars, oh, ever so far. The boys have cried some to-day, but they didn't let Louis see their tears. He's such a little fellow.

\* \* \*

It is a very delicate matter for the teacher to make any attempt to forestall premature manhood and womanhood, and yet right here is one of the greatest obstacles in the pathway of boys and girls. The girl of fifteen who yearns to be a society lady and who, possibly, is encouraged in this by the home, is missing a fine opportunity to be a wholesome girl and lay the foundation for a better and brighter young womanhood a few years later. The teacher knows this, but shrinks from assuming the prerogative of wise counsellor. It is a grave responsibility to be sure, but if this service is performed wisely and in a kindly way, it may prove the salvation of some boy or girl and ultimately win for this teacher the gratitude of many people.

\* \* \*

WITHOUT any desire to dictate what the character of the uniform questions ought to be we can see very clearly that it would be well for all teachers to become familiar with the early history of Ohio before the time for the Jamestown exposition. Very soon now the

public press will begin to teem with references to many events connected with the early history of our State, and the teachers will be called upon frequently to settle mooted questions and otherwise give information on the broad subject. We are preparing the way by publishing a cut of "Adena" in this issue, and surely every teacher in Ohio ought to know something about this historic place. We shall hope to see many questions pertaining to Ohio in the next few months.

\* \* \*

COURSES of study are necessary, and we must have rules and regulations as well as a certain amount of machinery in the school, but these as units or in combination are unimportant compared with the importance of the boy. He is the element in the school that demands most attention, and the course of study should be flexible enough to meet his needs. If the machinery of the school doesn't fit the boy we would far better get some that does rather than try to make him fit the machine. We shall determine what this boy is good for by making a careful and sympathetic study of what is good for him. We can afford to wait for glory if we use our time and energies in making of this boy all that he is capable of becoming.

\* \* \*

IN his noble address before the teachers of Columbus at the city institute Judge E. B. Dillon empha-

sized the fact that many a boy is sent adrift and alienated from the best in civilization through lack of sympathy somewhere, either in the home or in the school, and he urged teachers to see to it that the children be made to feel every day and every minute of the day that they have a friend in the teacher, one who is willing to forgive, not once, but many times, and who is ready and anxious to help an erring one to his feet whenever he stumbles and falls. It is one thing to be a martinet in the school but quite another to be a friend, and the child who knows down in his heart that he has a friend has at least one anchor to hold him steady.

\* \* \*

THE historical societies of the State are performing a noble service for Ohio by erecting tablets to commemorate great historical events. One such was unveiled at Greenville August 3, to commemorate the treaty with the Indians by General Anthony Wayne, August 3, 1795, which President McKinley said was "the most important event necessary to permanent settlement and occupation in the existence of the whole Northwest territory." All honor to these societies for their patriotic services! The teachers and schools can do much to arouse public sentiment favorable to such movements. It is high time these places were marked and we ardently hope that in the very near future our Legislature

will take up the matter and appoint a commission to look after this very important work.

\* \* \*

It has often been said by philosophers that teachers should change their environment every five years, but the newer philosophy is that they should change it every one year. This does not mean that they should become peripatetics, but that they should so change present conditions by dint of hard work that there may be a new set of conditions next year. The old dead trees must be dug up and young vigorous ones planted. The weeds must be supplanted by beds of flowers. The ramshackle old buildings must give place to new ones that are true to the principles of architecture. The hackneyed speeches must be replaced with new and better ones. The methods of teaching must be improved. New subjects must be presented in new ways. To-day's work must not be a mere recital of past achievements. Work, growth, life—these must be the watchwords of the hour or we shall soon become reminiscencers, and very soon after that reminiscences.

\* \* \*

ONE of the most scholarly and progressive ministers in Ohio has been using King's "Rational Living" as a basis for his prayer-meeting talks for some time past, and thus his hearers have heard something better than platitudes. This statement is made to emphasize the

fact that scholars commend this book and use it in their work. The young teacher may possibly find some of the pages rather difficult reading, but it will pay to persevere, for in giving this book a careful study he will have the satisfaction of knowing that he is in distinguished company. He may say he doesn't specially enjoy it, but that would be a poor excuse for not reading it if it has the sanction of scholars. Teachers are not supposed to shun all work that presents difficulties and seek only that which is easy. We need to cut our eye-teeth.

\* \* \*

At its best, the school affords conditions that are conducive to healthful growth. It is not a hothouse to produce abnormal development, but should be the same as the spacious out-of-doors where growth is normal and natural. The atmosphere of the school both physical and spiritual should be as pure as the atmosphere of the bright October morning. To this end the teacher must lead a natural life in the school-room—and conditions must not be strained or artificial. The teacher who has good red blood knows this full well and makes the school as natural and easy as the best conditioned home. She is best content when she sees the children developing naturally, albeit slowly, and is alarmed to note any signs of premature development. The presence in the school

of a teacher who is natural is the most wholesome influence possible.

\* \* \*

IN discussing the question of teachers' wages we should use the year as a unit. What is the teachers' average salary per year? Two dollars per day or \$40.00 per month sounds much larger to the average patron than does \$280.00, \$320.00, or even \$400.00 per year. The latter sum seems insignificantly small as the total product of a year's skilled labor by an educated man or woman. Think of paying for one's board and clothes from such sums, spending the amounts necessary to keep up in the profession, and laying by a fraction for age or pain. Committees, commissioners, and departments should always refer to the yearly wages in making reports on the subject.—*Moderator-Topics*.

\* \* \*

WE have been studying books on psychology and pedagogy long enough now to be somewhat conversant with the teaching concerning the law of suggestion, and if we have learned our lesson well we know that the boy's mind jumps at a suggestion instantly. Tell boys that they must not cut desks, and they become aware, at once, that they have knives in their pockets. Tell them that no matches must be thrown upon the floor, and their fingers twitch to explore their pockets for matches. Preach against cigarettes and the same results follow. The upshot of the whole mat-

ter is that negative teaching is bad teaching, and psychologically unsound. On the other hand, positive teaching redounds to the credit of the teacher and to the profit of the pupil. If we want a boy to read a good book it were better to name this book and not mention the name of the book he should not read. Tennyson understood psychology when he said, "Better to praise the good than rail at the bad." There is enough to be done on the positive side without suggesting to our pupils the negative. If we want order, cleanliness, flowers, good books, good pictures—then we should suggest these things, and keep pupils so busy with these that they will have neither time nor inclination for their opposites. No teacher ever yet succeeded with the word "don't" for a slogan.

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DR. S. D. FESS has accepted the presidency of Antioch College, and all the friends of that institution are rejoicing. The college has a splendid history, and with Dr. Fess to lead the active agencies must in the very nature of things, have a noble career before it. There is small need to eulogize Dr. Fess to our readers, for his scholarly attainments, his sterling manhood, his splendid forensic ability, and his power as an executive are all matters of common knowledge. Antioch has a good plant, and a comfortable, though not large, endowment. Horace Mann gave it a

name that endures, and all that is needed is a man who is willing to build slowly and steadily upon this good foundation. Dr. Fess is this man. He is solid, substantial, rational. Mere pyrotechnics do not appeal to him, and whatever Antioch appears to be on paper in future that it will be in fact. There will be downright honesty in the internal management and the same sort of honesty in the representations that are given to the public. Hard work and plenty of it will characterize the life of the college henceforth, and this sort of activity will inevitably receive its reward. Our congratulations to Antioch are hearty and unqualified, for we are fully persuaded that Dr. Fess is the man of this country who has the qualities necessary to make the college what it has a right to be. Moreover, we extend a cordial welcome to Dr. Fess as he returns to his native State, and assure him that we are thus voicing the sentiment of thousands of his friends all over Ohio.

\* \* \*

THE teacher who tries to make apparatus take the place of teacher and teaching is woefully degrading his profession. Books, apparatus, equipment—all these are helps but they are only helps. They are not indispensable by any means. A train load of apparatus wouldn't make a school. The teacher is the one indispensable element and the right sort of teacher, the real

teacher outweighs all the equipment. We teachers spend so much time in discussing the comparative merits of books and the like, that we seem to lose sight of the fact that we might banish all the books, and still have a good school if we but have a teacher. We are, at times, a frightfully fussy folk about non-essentials.

\* \* \*

JUST stand by and watch any man for a while and note how he attacks his problem and then how he proceeds after the initial attack and you can determine whether he has good red blood in his veins or only whey. You can tell whether he is a man or merely a mass of protoplasm. If he is a man, a difficulty is but a call for great effort and perseverance, and he smiles as he redoubles his energy for he is absolutely certain of ultimate victory. He spends no time in explaining why he didn't do a thing, or can not do it. He's too busy doing it to expend any of his precious time thus. Moreover, he meets conditions as they are, even though they seem to be adverse, and he wins, for he is a man.

\* \* \*

Now, honestly, how would you like to be the pupil sitting there and listening to the teacher's dreary lecturing by the half hour? How would you like to sit there and watch the teacher doing the work that you would enjoy doing? How would you like to have some one

call you stupid, lazy, ill-bred? How would you like to be nagged and berated a dozen times a day? How would you like to sit there "in position" with your hands behind your back for half an hour just because some one told you to do so? How would you like to be sneered at whenever you make a mistake? How would you like to be compelled to do a thing in an unnatural way when the natural way would be the better? How would you like to take the place of one of your pupils?

\* \* \*

DELIVER us from the horrors of pedagogical red-tape! It is a veritable devil-fish that strangles the very life and spirit of the school. How any man or woman can waste time in such prodigal fashion is past comprehension. But the waste of his own time would not be so bad if it only did not interfere so sadly with the progress of the pupils. If the teacher delights in red-tape, there are positions in dry-goods stores to be had. If he enjoys running a mere machine he could get a position in a factory where machinery is regnant. But to try to degrade a school to the rank of a machine is to have a very inadequate conception of what a school ought to be. A school where life, and buoyancy, and joy abound is far better than the best machine ever constructed — even if it is bound with red-tape.

IN one of the counties of Ohio there is an ex-teacher who for thirty years taught the same kind of school without promotion and without special recognition. Then, at last, she could not get a certificate and her work was done and her heart broken. The remaining years of her life will be given to a recital of her wrongs. The other side of the story is this: She received thirty one-year certificates and never was seen reading any book but a book of questions and answers. If she had thrown this book into the fire the first year, the first step would have been made in the line of promotion. If she had depended upon herself she would have secured better certificates. Friends warned her but to no effect. She didn't want their advice. So she went on till she bumped. Then it was too late.

\* \* \*

THERE are many kinds of reading just as there are many kinds of food and just as many kinds of readers. To have nothing but breakfast-foods, week in and week out, would be a dismal regime. To read nothing but "Wiggs" books, would be just as dismal and quite as enervating. There are people who read Kant and find pleasure in the process, and it ill becomes us little people to call these other people crazy and to characterize Kant as rubbish. We simply haven't gone on far enough to know. There are many people who enjoy Browning and if



we do not we ought to be pretty sparing of our criticisms. We may be reading Browning ourselves next year and then we should be kept pretty busy making due apologies for our former criticisms. There are people who pay three dollars a year for the *Atlantic Monthly* and read it with great interest. If we do not read such magazines perhaps these other people feel sorry for us. However, they would be too polite to say so, for they are cultured people, else they would not select that sort of literature. They do not buy a Sunday paper for the colored supplement. They do not buy books or anything else just because of cheapness. They are not satisfied with anything short of the best, and they know what the best is. Of course, if we can't read and enjoy the higher grade books, magazines, and papers we should not spend our money for them, but we ought to offer up a silent prayer every day that we may be able some day to enjoy them.

\* \* \*

ANOTHER real leader in the educational world has been called home, and the "Old North State" universally mourns the loss of the man who had been the inspiration of her educational activity for nearly a quarter of a century. Dr. Charles Duncan McIver, president of the State Normal and Industrial College, Greensboro, N. C., died suddenly of apoplexy, September

17, on the train on which he traveled as a member of the reception committee which was escorting Hon. William J. Bryan to that city. Instead of the political address which was to have been delivered, Mr. Bryan and Governor Glenn of North Carolina spoke on the life and work of Dr. McIver, who for fifteen years had been president of the educational institution which is the pride of the city and state.

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#### THE CINCINNATI SCHOOLMASTERS' CLUB.

The Schoolmasters' Club, of Cincinnati, enjoys the distinction of being thoroughly democratic, and in this spirit is doing a great work for the schools in all that locality. Here, on a common footing meet superintendents, principals, teachers, college men, and men of national renown, and each one is made to feel at home. This club always holds one of the meetings on Friday afternoon of the week in which the city institute is held. The last meeting was held Sept. 7, and among the guests of honor was Rev. J. C. Hartzell, D. D., Bishop of Africa. Needless to say he was a guest of honor in every sense of the term. The program continued nearly the entire afternoon, and the occasion will long be remembered by every one present. Those present were: J. C. Hartzell, R. T. Wyche, Charles W. Dabney, U. L. Monce, W. H. Maddux,

H. H. Maddux, E. C. Trisler, Frank J. Haner, Louis M. Schiel, W. H. Remley, Fred W. Dearness, Geo. F. Braun, F. B. Dyer, F. E. Reszke, S. G. Baner, Anson McKinney, E. E. Ellis, W. S. Flinn, S. B. Ryan, Harry Tallmadge, Jr., Warren N. Thayer, W. A. Curl, J. O. Beck, W. S. Strickland, D. L. Runyan, Jno. Cronin, E. M. Sawyer, U. D. Clephane, Edward D. Roberts, Carl Ziegler, Wm. Kaefler, Chas. W. Sackenberg, Albert Schwartz, J. B. Johnston, O. P. Voorhees, J. W. Bursk, George O. Carl, R. C. Schlatman, Theo. Meyer, A. J. McGrew, F. J. Keller, Frank W. Ballou, Arthur S. Garlick, F. L. Simmermon, John H. Carson, Ernest M. Benedict, F. E. Swing, G. H. Denham, Max Braam, Fredk. A. King, S. T. Dial, S. T. Logan, F. M. Youmans, P. V. N. Myers, Merrill Whitcomb, O. M. Patton, E. F. Bergmann, John C. Heywood, Charles Ottermann, Ernst Groneweg, Henry Herrle, Siegfried Geismar, J. S. Haner, J. A. Heizer, E. A. F. Porter, J. B. Scheidemantle, A. H. S. Seadman, La Fayette Bloom, J. J. Cox, Frank P. Goodwin.

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#### **SUPT. J. A. SHAWAN.**

To look in upon Dr. J. A. Shawan as he sits at his desk performing the manifold duties that fall to the lot of the superintendent of a great system of schools, one would scarcely suspect that he had ever

manipulated a plow or had ever toyed with a husking-peg. But one can not always judge from present appearances. This distinguished, well-fed, well-groomed gentleman was at one time the victim, or, perhaps, better, the hero of all the hard-knocks incident to farm life. Indeed, his lot was rather more trying than usual, for his father died when he was but a boy, and he himself was farmed out among relatives for several years, working on the farm in summer and snatching up a common school education between chores during the winter. His school life was spent in Champaign county, and by the time he was nineteen he had completed the course in the country school, had attended the Urbana high school one year, and had obtained a teacher's certificate. For four years he taught the "Hedges School." Later on he attended Oberlin Academy during the spring and fall terms, teaching school during the winter term. He graduated from Oberlin College in 1880, and three years later had the degree of A. M. conferred upon him. A few years ago Muskingum College honored him with the degree of Ph. D.

After completing his course in college he continued the work of teaching, serving as superintendent at St. Mary's three years, and at Mt. Vernon six years. From Mt. Vernon he went to Columbus, where he has worked for seventeen years and is now just beginning on

a new contract for two years. The schools of Columbus have made a remarkable growth during these seventeen years, and now there are 40 buildings, about 575 teachers,

of directing the activities of one horse and one plow in a corn-field.

Supt. Shawan probably has critics, but they are as few as could be expected in a work of such scope,



DR. J. A. SHAWAN.

whose salaries amount to about \$450,000, and about 22,000 pupils. To preside over interests of such magnitude is no slight task, and it is in striking contrast to the work

and probably as few as any man in his position himself could expect or wish. The possibilities for going counter to people's inclination in a work such as his are almost in-

finite, and the wonder is how any man can meet such a vast multitude of responsibilities and still retain his equanimity and good-nature. The inevitable explanation is that he is honest and sincere, and is actuated by an earnest desire to treat everybody with absolute fairness. If he were tricky or given to sharp practices the case would be entirely different. Supt. Shawan is never so busy and never so tired that he refuses an audience to the most humble child in the city, and this child has as ready access to him as the potentate. He has a kindly way of dealing with all people that must challenge the admiration of all who have observed this characteristic of the man. His is the office of the superintendent of the *public* schools and not of any class or caste. In his dealings with teachers he is always kind and considerate and never assumes to know more about the subject than the teacher himself. He is ever looking for that which is praiseworthy, and not for flaws and faults. Such a career as Supt. Shawan's must, in the very nature of things, be a source of encouragement and inspiration to the young teacher in the district school as he sees the possibilities that stretch out and up from the place he now holds. This brief sketch would be incomplete without a word concerning Mrs. Shawan, whose rare accomplishments, winning personality, and graces of head and heart have ever been a

right arm to her husband in all his arduous duties and a garden of roses in his leisure hours, keeping his vision clear and his heart young.

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#### OUR NEXT SCHOOL COMMISSIONER.

"How happy could we be with either were 'tother dear charmer away." The botheration of having to choose between two friends! Here's Commissioner Jones, who has given us an administration that every right-minded teacher in Ohio is proud of and justly so, for it has been clean, high-grade, professional and progressive. Here, too, is Supt. Hauptert, who takes high rank among the school men of the state, who is actuated by principle and not by expediency, who has behind him a record in school work that is clean and right. Both these men have done noble service as members of the Board of Control of the Ohio Teachers' Reading Circle, and have worked side by side in adjacent counties, shoulder to shoulder, and heart to heart, in a brotherly effort to make their own schools and all the schools of the state more and more efficient. At state meetings they have always been among the leaders stimulating, encouraging to higher and better things and always looking toward the east. They are both known all over Ohio for their good works and their wise counsels in all educational matters. They are both staunch, upright, manly Christian gentlemen and

neither one could be cajoled or coerced into doing a small thing. They do a great deal of business with head and heart but never any with the spleen. The school interests of Ohio will be safe in the hands of either, for neither can be swerved from the straight line of duty and fidelity to right standards. So there you are!

\* \* \*

**"EDUCATION AND THE LARGER LIFE."**

The above caption is the title of a book by C. Hanford Henderson which is replete with good things on every page. In the chapter on "The Source of Power" there are so many good things that we want to share them with those of our readers who have not read the book. The following excerpts are all taken from this one chapter:

One cannot be in the world any great length of time without coming to distinguish in a broad way between two classes of people, those who are alive and those who are not, the live souls and the dead souls. The live souls are the people of power, the people who are and who do. The dead souls are the people of weakness, the apathetic mortals who are nothing and who do nothing. The difference is very real, the difference between red blood and yellow.

\* \* \* \* \*

One notices that the most beautiful men and women are the happiest when they are with children;

that they seek them out, and that they are forever manifesting their affinity by an equal simplicity and directness. That was a very penetrating observation,—“except ye become as little children.” The kingdom is not one of profit and overwork and nervous worry and competition and human slavery; not a world of bloodless bodies and narrow minds and cold hearts. It is the kingdom of participation and delight, the kingdom of the radiant life. And into this fair kingdom only the little ones may come, and those who are like the little ones in simplicity and sincerity.

\* \* \* \* \*

In every community there are groups of earnest people, beautiful men and beautiful women, meeting together for noble purposes, saying the thing that is sound and true, doing the thing that is generous and fine. There are pictures painted, so full of emotion that one feels one's own pulse-beat quicken in looking at them; there are houses builded which breathe the very spirit of the home; there are poems and essays and stories which report truly the inner life and its aspirations; there is much being done, adequate in every way to keep alive in the heart the sentiment of gratitude and hope.

\* \* \* \* \*

The source of power is in human emotion, in human desire, in the human heart. The children of men get what they work for, and in just

the measure that they work for it, just the measure of their desire. The source of weakness is the absence of human sentiment and emotion, the absence of the inner necessity.

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Our progress even in educational matters has been mechanical rather than human. What we are constantly asked to admire is the machinery of instruction, the buildings, the laboratories, the courses of study, the learning of the teaching staff. We are prone to explain the fact that so many children pass through this admirable machine quite untouched by anything so deep as an educational process, quite devoid of even the rudiments of culture, on the ground that there is some fault on the part of the children, just as if the problem of education were not to deal with children as they are, rather than with theoretical children.

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#### POINTE AUX PINS SUMMER SCHOOL.

The location of this school is ideal. The island on which it is situated is in the Straits of Mackinaw, six miles north of Cheboygan, Michigan, and is noted for its fine forests, beautiful inland lakes, and invigorating atmosphere. Here are flowers enough to satisfy the inquiring mind of Supt. Hard of Chillicothe and rocks enough to interest Supt. Simkins of Newark.

My attendance at this school for

three years past has been compulsory, Hay Fever acting as truant officer. In these three years I have become so much attached to the school and its pupils that attendance in future years will not be dreaded, but rather considered a pleasure to be looked forward to.

The recitations are not from books but from nature. The following description of the work of our class, known in the school as the "Little Wee-Wees," for one day, of the part session, will indicate the character of the work done and the method of doing it.

The day selected was September 7. The subject for study was fish. There were nine in the class, including Prof. C. C. Nutting, of the Department of Zoology of the State University of Iowa, an authority on the residents of the deep, who was naturally made our instructor for the trip. It was an easy thing for our boyish imaginations to turn a two-horse wagon into an automobile with a driver, a lumberman of the Island, as our *Chauffeur*, whom we called "Shover" under the reform idea of spelling and pronunciation. With the exception of the gasoline odor and punctured tires, our round trip of twenty-four miles to St. Mary's Lake was as triumphal a tour as any car ever made.

The row across the lake to the Perch School in a boat without oars but with an abundance of leaks, was a fine lesson in endurance to those who "poled" and an equally

valuable lesson in bravery to the ones who 'bailed out.' It will be noted in this connection that "character-building" is not neglected in this School.

Finally the right spot was located and in fifteen minutes about thirty fine perch were ready for the skilful manipulation of the head of the Domestic Science Department. Each pupil was required to exhibit his own ability as cook with some little assistance from our instructor to the duller ones. The "Batavia System" was thus exemplified in the most practical manner. The dinner was literally "out of sight" in a short time and the formal recitation began. For two hours it continued and on the return trip the wagon "that came round the bend" was "loaded down with fish and men." We had captured more than 200 fine specimens.

The exercises of the homeward journey were largely literary and musical — sort of Friday afternoon program. Kindergarten songs had a prominent place, the favorites being "The Smoke went up the chimney just the same," and "Spring would be but dreary weather." Gantvoort and his Goslings were given due credit as the authors and no copyright was infringed upon. The voices blended so harmoniously that one saintly woman, whose hearing may possibly be defective, referred to the final outburst of melody, which greeted the guests of "The Pines," as the class

arrived at the hotel, by the remark, "What a beautiful voice the gentleman has!"

As the boys were all truly dignified, no unseemly "yells" were indulged in. Instead, the following melodious chant was *composed* and taught to us by our instructor, Prof. Nutting:

Hi! Yi! Whoop Ya!  
We've been to St. Mary's Lake!  
We went there in search  
Of two hundred perch!  
We took them and also the cake!

Who shall say that such actions do not become men who are really or at least ought to be, but boys of larger growth? Young hearts are needed in the battle of life everywhere and nothing helps more to keep the heart young and the life hopeful than a day of fun and frolic, and I am sure that September 7, 1906 will ever remain a bright memory with those who were with the "Little Wee Wees" on their fishing trip on the beautiful Island of Bois Blanc in the historic Straits of Mackinaw.

O. T. CORSON.

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#### SOUL MUSINGS.

By Wm. H. Crecraft, Hami'ton.

"The universe itself, . . . is but the living garment of God."—*Thomas Carlyle*.

"External nature has a body and soul like a man; but her soul is the Deity."—*John Ruskin*.

"There is one mind common to all individual men. . . . Who hath access

to this universal mind is a party to all that is or can be done, for this is the only and sovereign agent."—*Emerson.*

O Soul, Thou art unbounded;  
And we're of Thee, a part.  
'Tis thus that we're immortal.  
Thus, God can touch each heart.

But why misunderstandings  
Make up so much of life,  
And why diverse opinions  
Must fill the world with strife,—

Can only find their answer  
In fact, which all do know,—  
*The universe is dual.*  
God pleased to make it so.

So like the great world magnet  
And needle, pole to pole,  
Though *one*, yet is *two* natures,  
The universal soul,

And we like many needles  
Charged with magnetic soul,  
Do show our *inclinations*  
In dip, near soul-lar pole.

Like Paul, I find two natures  
At war within my soul.  
But, could I without either  
E'er hope to reach God's goal?

We form but one idea  
From two, opposed in kind,—  
He, who would know what good is,  
Must evil bring to mind.

Though paradox the thought is,  
Yet, none the less 'tis true:—

That, which mankind calls evil,  
Doth bless both me and you.

For, had we ne'er seen evil  
We ne'er could have known  
good. —  
Who's strong within God's king-  
dom,  
Temptations hath withstood.

Let Charity throw mantle  
'Round weak of ev'ry clime;  
For only through their weakness  
Thy strength is made sublime.

No strength is,—save toil gives  
it —

Of body, or of mind.  
O where in all the cosmos  
Hath law more blest mankind?

No force is, save resistance  
Doth make it manifest,  
No force, but must be dual.—  
God's dual like the rest.

Then, is there no more puzzle  
In thought, declared to me:—  
"If God's of all, Creator,  
Then sin likewise made He,"—

For evil be not evil —  
Since, as we've seen, 'tis good.—  
There's nothing inconsistent.  
God's but misunderstood.

That which to one works evil  
Another, joy, may bring.  
Both, in the great hereafter,  
No doubt, God's praise will sing.



Oh, will our souls "up yonder"  
Another life evolve  
Where nothing is to weary,—  
No mystery to solve!

Or, shall we when up yonder  
Expect another state;  
And so on and forever  
In panoramic date?

But through such speculations  
No light hath ever shown.  
Then be content in promise,—  
"To know as we are known."

But who,—and where's the Being.  
Hath wrought such wondrous  
plan,—  
Created earth and heaven,  
And "in his image, man?"

Immensity! Behold Him!  
Vast suns, His molecules!  
All space, but pores between them!  
Throughout, Great Spirit rules!

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**EDUCATIONAL NEWS.**

—Supt. H. H. Helter of Wapakoneta and Dr. P. I. Tussing of Chicago will be the instructors in the Van Wert Co. institute next year which will be held at Delphos during the week of August 26.

—The office of the School Commissioner will very soon be larger by two rooms. The recent Legislature made an appropriation for this purpose and the work is well under way. This is a much-needed improvement as the great volume of

work has been almost impossible in the present space.

—The board of education of Monroe Tp. is the first board in Carroll county to officially recognize the merits of the pupils' reading circle. They purchased three sets of books for use in their six schools. Other boards have expressed their willingness to do so at their next regular meeting.

—J. G. Huron has been appointed county examiner in Carroll county. He takes the place of W. G. Kryder who has been a member of the board for six years.

—Prof. Henry L. Coar of the mathematics department of the University of Illinois has accepted the professorship of mathematics in Marietta College, recently vacated by the resignation of Prof. T. E. McKinney, who is now head of the mathematics department in Wesleyan University at Middletown, Conn.

—Mrs. Bertha Arthur who has recently been teaching in Wilmington College will spend a year in study at Ohio State University.

—Miss Mary Mills will have charge of the English work at Wilmington College and Miss Lucile Helm takes the German and French, both succeeding Mrs. Bertha McArthur.

—The Ohio Speech-Arts Association will hold the annual convention at the Great Southern Hotel,

Columbus, October 5th and 6th, and an elaborate program has been prepared by Prof. Frank S. Fox, Columbus, Emerson Venable, Cincinnati, and Mrs. Elizabeth Mansfield Irving, Toledo, who constitute the literary committee. The other officers are, President, Dr. Alston Ellis, Athens; Vice-President, Prof. Robert I. Fulton, Delaware; Secretary, Miss Grace Emily Makepeace, Cleveland; Treasurer, Ladrué M. Layton, Springfield.

—Miss Lucy P. Wilkison, a graduate of Wells College, has been appointed science teacher in the Columbus School for Girls.

—Prof. Bruce Fink of Iowa College, Grinnell, Iowa, has taken charge of the department of Botany at Miami University.

—Miss Edith Fox, science teacher in Glendale high school, after spending this summer in European travel, will retire for work in other lines before teaching again.

—Belmont county elected the following: President, Geo. M. Pogue, St. Clairsville; Secretary, Miss Mabel Waddell, Lamira; Ex.-Com. Supt. A. H. Rummell, Flushing, C. C. Conrad, Bridgeport, Supt. F. L. Maris, Bethesda; O. T. R. C. Secretary, F. L. Maris

—Jackson county elected as follows: President, J. C. Timberman, Oak Hill; Secretary, Miss Hannah E. Clark, Thurman; Ex.-Com., J.

W. Whiteside, Wellston, O. T. Jacobs, Coalton, W. N. Davis, Jackson.

—J. C. York, brother of Supt. L. E. York of Barnesville, has gone to Columbia College for this year and expects to graduate next June.

—Supt. F. L. Maris of Bethesda and his six teachers begin the year with bright hopes. Miss Mary E. Smith is principal of the high school which enrolls 32. The total enrollment is 200. Supt. Maris is the O. T. R. C. Secretary for Belmont Co. and will give a good account of his stewardship when Dr. Burns "makes up his jewels" at the close of the year.

—The Lancaster high school opened September 10th with an attendance of 217. The country districts near Lancaster furnish 27 of this number. The board of education has authorized the expenditure of \$530 to complete the chemical and physical laboratory. As this department was already in possession of several hundred dollars worth of apparatus and chemicals, it is now a very suitable place to carry on this work. Mr. L. A. Weinland of Otterbein is in charge.

—Miss Margaretta Davis, the Supervisor of Music of Pomeroy Schools recently resigned. Miss Davis in the past four years has proven herself to be one of the most proficient and skillful of musical directors. She assisted Dr. S. S. Myers in the Summer session of

Miami University and here made for herself a most excellent record.

—Waid C. Ihle, the new superintendent of Racine schools reports an increased enrollment in the high school and a very enthusiastic senior class.

—Ohio University has an increased enrollment over last year and is entering upon the most prosperous year of its existence. The new wing of the State Normal College is now under process of construction and will be completed this year.

—Charles P. Alexander, instructor in Science in the Canton high school has accepted a similar position at an increased salary in the Akron schools.

—Dr. J. J. Burns has been reveling in the delightful weather of September, working in the garden for two or three hours and then for more hours in the bookshed — all the while wondering if some benign influence will not permeate the counties of Hancock, Hocking, and Lorain as kindly as the rain and the sunshine to cause them to blossom and bear fruit for the Reading Circle this year.

—Houghton, Mifflin & Co., Boston, have just published in their *Riverside Literature Series*, Scott's "Quentin Durward" which many of our readers will be glad to re-read in this new form. These books are models of excellence,

substantially bound in cloth and sell for sixty cents prepaid.

—As the mailing list of the *Agricultural College Extension Bulletin* is made up very largely of the members of the Reading Circle for last year it will be necessary for all who wish to receive this valuable publication to send name and address to Prof. A. B. Graham, Ohio State University, Columbus. It is sent free and all that is needed is to send name and address on a postal. Now that the study of agriculture is prominent in the schools the *Extension Bulletin* will be found especially interesting.

—Miss Lulu Clendenin of Albany who has been active in Vinton Co. affairs is teaching this year in the Athens schools.

—Supt. N. H. Stull of De Graff has been re-appointed a member of the board of examiners for the full term of three years. His first term was for two years, a sort of "trial bottle" but now he is "just what the doctor ordered." Besides, he's pleasant to take and does you good.

—The Simplified Spelling Board publishes the following list of Ohio superintendents who favor the movement: John E. Morris, Alliance, R. P. Clark, Ashtabula, J. J. Bliss, Bucyrus, John K. Baxter, Canton, A. H. Wicks, Clyde, J. A. Shawan, Columbus, H. E. Conard, Gallipolis, C. L. Van Cleve, Mansfield, Wm. McK. Vance, Delaware,

A. B. Stoner, Mt. Gilead, J. D. Simkins, Newark, J. C. Oldt, Put-in-Bay, F. B. Bryant, Richwood, E. M. Van Cleve, Steubenville, I. N. Keyser, Urbana, N. H. Chaney, Youngstown, E. B. Cox, Xenia.

—The Columbiana schools opened September 4th, with Supt. W. H. Richardson and an excellent corps of teachers in charge. The attendance is larger than last year and the high school shows an increase of nearly one-half now numbering 60. Miss Linda Snyder began her 23d year as Principal and to see her at work you might think it only her 3d. She is especially jubilant this year on account of the raising of the school to first grade and addition of another teacher to the corps. Miss Mary Moore of East Palestine is teacher of mathematics and Supt. Richardson is reveling in the Science with a well equipped new laboratory in both Physics and Chemistry. The school sentiment is the very best and the people take great interest and pride in their schools.

—Geo. P. Williams who taught English history in Millersburg Military Institute, Ky., last year has accepted a better position as teacher of agriculture in the high school at Waterford, Penn.

—The officers of Tuscarawas Co. are as follows: President, Supt. W. E. Beck, Port Washington; Vice-President, J. H. Baker, Sugar Creek; Secretary, Supt. L. E. Ev-

erett, Uhrichsville; Assistant Secretary, Supt. H. A. Lind, Strasburg; O. T. R. C. Secretary, Supt. Chas. Barthelmeh, Sugar Creek; Ex. Com., Miss Augusta Van Lehn, Tuscarawas, Supt. F. P. Geiger, Canal Dover, Supt. J. W. Jones, Newcomerstown.

—Fred Finsterwald, a prominent Ohio University student, is doing seventh grade work this year at Hamden Junction.

—If only "Among Country Schools," by Supt. O. J. Kern of Winnebago Co., Ill., and published by Ginn & Co., Columbus, could have a wide circulation among teachers and pupils conditions in rural communities would rapidly change. It is the best book of the kind we have seen.

—The Riley Tp. high school at Pandora opened with 95 in attendance and more to follow. It looks as if the people in Putnam Co. believe in high schools if they are first-class.

The Coshocton Co. officers are: President, C. E. Maston, Fresno; Secretary, Miss Marie Hagans, Roscoe; Ex.-Com., A. C. McDonald, Roscoe, E. C. Welker, Bird's Run, Robt. Dumermuth, Coshocton.

—The Van Wert Educational Committee for the county fair consists of Supt. J. P. Sharkey, Supt. D. J. Gunsett, Supt. Perry Fostnaught, and Miss Maud Engle.



DR. HENRY CHURCHILL KING.

Author of "Rational Living."

—Miss Sarah Morley, formerly a teacher in Piqua but for the past five years in the Cleveland schools, has been promoted to the position of assistant supervisor of penmanship at a salary of \$1,000.

—Dr. C. W. Bennett of Piqua presided over the deliberations of the Lay Association of the Cincinnati Conference at the M. E. church at Eaton in September and was honored with the presidency of that body for the year 1907.

—Ohio State University has adopted the plan of having Faculty advisors for the students and the plan will certainly redound to the advantage of the students and to the University. By this plan each student will select a member of the Faculty as his advisor to whom he will be responsible and to whom he will feel free to go for counsel.

—The Kenton board of education recently elected the following new teachers: Miss Anna Jones, Miss Maud Miller, and Miss Gertrude Strong.

—Miss Edna Cox has been selected to a position in the Delaware schools, and Misses Fannie Clark and Helen Murdock placed on the list of supply teachers.

—The Delphos teaching force now numbers twenty-five. The new teachers in the high school are Miss Inez Baldwin of Ohio Wesleyan and Miss Katherine Gress of Ohio State. Principal John I. Miller

continues to direct affairs and Miss Anna Welch is in charge of the work in English.

—The Van Wert Co. officers are: President, J. F. Distler; Secretary, Miss Lulu Walkup; Ex.-Com. J. E. Fast, J. A. Grenlach, C. L. Shaffer.

—At the opening of the year Supt. J. L. Smith of the O. S. & S. O. Home sent a communication to the teachers which contains some questions that all teachers in all schools would do well to ponder. Here are two of them: "Do you strive to give your pupils as large a measure of freedom of thought as possible in order to prepare them for free citizenship, or is the discipline of the school room mainly directed to keeping them under authority?"

"When your pupils leave your charge, will the memories of their association with you be ever pleasant and agreeable to them, and will their affection for their teacher be ever fresh in their minds and hearts?"

—The American Book Co., Cincinnati have published the *Melodic Music Series* by Frederic H. Ripley and Thomas Tupper of New York. This new four-book course presents a graded collection of choice songs, not requiring the use of charts. The books clearly outline each year's work, providing all the necessary material, so graded and explained that the

course can be conducted without difficulty by teachers who have had but little experience in teaching music.

—Prin. H. O. Hannah of the Wauseon high school resigned in August to accept the superintendency of the Lakeside and Danbury Tp. schools and is now hard at work and happy in his new field. With 16 teachers and about 450 pupils, he has several items of business in the course of the day.

—Supt. and Mrs. F. L. Simmermon of Pleasant Ridge spent a part of vacation at the Miami Valley chatauqua enjoying the feast of good things furnished by Supt. Cromer.

Autumn is here again —

Banners on hill and plain

Blazing and flying.

Hail to the amber morn,

Hail to the heaped-up corn,

Hail to the hunter's horn,

Swelling and dying.

*James Russell Lowell.*

—Prin. B. F. Stanton won golden opinions by his excellent work in the Wayne county institute. His work seemed to please in a very remarkable degree and this is no doubt a prophecy of great success in the institute field.

—The high school at Middletown opened with 189 pupils as against 121 a year ago. Among these are 42 tuition pupils, mostly Boxwell

graduates. The new teachers in the high school are Miss Minnie Brown of Eaton who teaches English and Ernest Lampson of Rensselaer, Ind., who teaches mathematics.

—Prin. Lee A. Dollinger of the Sidney high school is more than a mere teacher. He is a friend of the boys and girls and is ever alert to



LEE A. DOLLINGER,

minister to their advancement. He carries a notebook and in this he records choice bits that flit about him the more numerous because of the presence of this notebook. These bits he uses as occasion presents itself and always effectively. The columns of the MONTHLY have often been enriched with these gems.

—C. H. Lake, formerly superintendent at Alexandria, has accepted a position in East High School, Columbus, as teacher of Mathematics and science.

—W. A. Baldwin is the new teacher of Mathematics and military tactics in the Chillicothe high school.

—The Middletown board of education has adopted plans for a new high school building to cost \$66,000. The people voted \$93,000 for grounds, building and furnishings.

"A Text-Book in General Zoology" by Linville and Kelly in an elegant illustration of high-class book making. With this book in his hand if the boy fails to become interested in animal life he must be quite hopeless.

—The board of education of Mingo Junction have let the contract for a new central building to cost, without the furnishings, the sum of \$63,000. This is a decided step in advance and Supt. Hawkins is to be congratulated upon the bright outlook for school affairs.

—The Canal Dover board of education spent about two thousand dollars in vacation for sanitary improvements and laboratory equipment. They now have an up-to-date chemical laboratory large enough to accommodate a class of thirty-six pupils. The high school is first grade with a course of study

that has a spinal column. Supt. Geiger knows how to get things done well.

—Erie Co. elected as follows: President, Supt. J. C. Seemann, Vermillion; Secretary, Miss Luella Barram, Huron; Ex-Com., Supt. J. J. Houser, Castalia, Supt. C. M. Davis, Berlin Heights, Supt. S. M. Glenn, Jr., Huron; O. T. R. C. Secretary, Prin. A. L. Ireby, Vermillion.

—Butler Co., officials for next year are: President, Supt. Darrell Joyce, Hamilton; Vice-President, Miss Mary Morris, Sevenmile; Secretary, Miss Marie D. Falk, Hamilton; Ex-Com., George Benzing, Hamilton, Charles Sager, Middletown, J. W. Jones, West Chester; O. T. R. C. Secretary, Ralph Hueston, Oxford.

—Miss Nellie Thompson who has been teaching in the primary department of the Oak Harbor schools for the past two years has been elected to a similar position in the schools of Bremerton, Wash.

—Miss Gertrude Alperman of Wapakoneta, a graduate of the Ypsilanti Normal School, has been elected supervisor of music in the schools of St. Marys and Supt. Hotchkiss is glad to have this department added.

—The officers of Ottawa Co. for next year are: President Supt. H. H. Hoffman, Oak Harbor; Secretary, Prin. Geo. F. Aschbacher.



Oak Harbor; Ex.-Com., Supt. B. W. Strohl, Elmore and Supt. L. C. Rupp, Rocky Ridge; O. T. R. C. Secretary, R. L. Carter, Elmore; Federation Secretary, L. G. Bitlinger, Gypsum.

—Supt. J. W. Moore of Leetonia has been reappointed a member of the board of county examiners for three years. He is altogether worthy.

—The teaching force of Columbiana for this year is as follows: Supt. W. H. Richardson and Misses L. L. Snyder, Mollie Buzzard, Vallaise Clark, Mary Moore, Lora Gibson, Grace B. Dundee, Hazel Orcutt, Hala Rymer, Grace Lappen.

—Miss Dora M. Donaldson of Iowa will teach English in the Sidney high school this year, making eight regular teachers in the high school. Salaries have been increased all along the line and the teachers begin the year's work full of heart and hope.

—Miss Anna Johnson of Worthington has charge of the work in music in the Sidney schools this year.

—But few teachers in Shelby county receive less than fifty dollars a month this year, whereas four years ago many received only thirty-five dollars. Shelby county is coming on nicely.

—John Warwick Mulford was born in Dayton, Ohio, September

2, 1906, and on that date weighed ten and one-half pounds, while the weight of his father, J. M. Mulford was about four tons. The father, by the way, is editor of *The Coal Age* and since September 2 writes with a pen that is inspired.

—The Old North-West Leaflets is a new and promising series of documents issued under the direction of the Chicago History Teachers' Association. The first number is by Dr. Edwin Erle Sparks who is a member of the board of publication. These Leaflets can be secured at 5 cents each or \$4.00 a hundred net by addressing Atkinson, Mentzer & Grover, Chicago or Boston.

—Milton R. Scott of Newark has written and published privately a booklet whose title is "Essay on Lincoln: Was he an Inspired Prophet?" The eight chapters have the following captions: Introduction; Functions of the Prophet; Lincoln's Statemanship; His Moral Teachings; His More Direct Prophecies; His Life and Character; His Religious Faith; Lessons to be Learned from Lincoln's Life. In his preface he says: "If the readers of this essay are stimulated to a fuller study of Mr. Lincoln's life and character and to a higher appreciation of his genius and worth and his services to mankind —and if in addition to this they are filled with the desire to emulate his virtues and become partakers of

his spirit — the author will feel that his thought and labor have not been in vain." Teachers, especially, will find this book interesting to supplement history and as a means of preparation for "Lincoln Day."

—Since 1873 the following superintendents have been at the head of the Barnesville schools: J. M. Yarnell, H. L. Peck, C. S. Richardson, Arthur Powell, Joseph Rea, E. M. Van Cleve, S. H. Layton, C. E. Shimp, L. E. York. The present corps contains twenty-four teachers as follows: Supt. L. E. York, Prin. A. H. Denbrock, Mattie O. Yarnell, Emma Laughlin, Verna Kennon, Harry L. Bland, Margaret Fulton, Jessie Reed, Mattie Conard, Lydia Hogue, Nannie Miller, Adda Bernhard, Stella McConnell, Mary Henderson, Mary Morton, Dessie Galloway, Flora Wallace, Campsie Bailey, Ethel McLane, Georgia Gregg, Laura Chappell, Lucy Chappell, Annie Snyder, Bessie Snyder, Adda Barnes.

—The Macmillan Co., of Chicago have recently given to teachers of English another valuable book from the pen of Prof. Emerson of Cornell entitled "The History of the English Language."

—The American Book Co. are adding constantly to their modern language books and already they have the field pretty well covered. The latest additions are the following: Hugo's *Hernani*, 70 cents; Francois' edition of *Labiche* and

Martin's *La Poudre aux Yeux*, 30 cents; and Healy's edition of Verne's *Les Enfants du Capitaine Grant*, 30 cents; Roedder's *Schiller's William Tell*, 70 cents; Swiggett's *Storm's im Sonnenschein*, 25 cents.

—Supt. E. B. Cox of Xenia devoted his vacation to the practical affairs of life. He superintended extensive repairs in the school buildings and now is quite expert in all matters pertaining to furnaces, plumbing, carpentry, and kindred branches.

—Frank Gilliland, formerly of Madison county, is now president of the Toledo Commercial College, and his address is 319 Superior St., Toledo. We wish him all success in his new field.

—So much importance attaches to the beautiful "Adena," the old homestead of Gov. Worthington, that we are glad to present a cut of it in this issue. This importance is due to the fact that the Ohio building at the Jamestown exposition is to be an exact reproduction of this building and Ohio people who visit the exposition ought to be informed as to what and where "Adena," is. It is located about three miles west of Chillicothe and a more picturesque spot it would be hard to find. As the cut shows, it is a fine old place and is altogether worthy the great honor bestowed upon it in being chosen as the model for the Ohio building.

"ADENA,"



—The new Wells high school at Steubenville opened for work Sept. 4th, and 375 eager boys and girls took up their abode in their elegant new home. This building marks a distinct advance in school affairs in that city and too much praise can not be given Supt. E. M. Van Cleve for his tireless efforts.

—P. L. Clark, editor of the *Times-Citizen*, Urbana, succeeds himself on the board of county examiners in Champaign Co. W. B. Crim succeeds Supt. C. C. Kohl.

—Miss Olive Woodward of Oak Harbor has been promoted to the principalship of the high school at Perrysburg and this honor is most worthily bestowed.

—Thomas Draper is the new superintendent of Rosewood and the schools of Adams township, Champaign county.

—Miss Adda Hannon has been elected to a position in the high school at Berea and R. L. Carter of Elliston succeeds her in the high school at Elmore, as principal.

—We are glad to reproduce the following from the *Ohio Farmer*: Happy is the man who has found his work, and lucky is the public when such a man occupies a public position. Ohio is fortunate in having such a man in charge of the state library at Columbus. For the past ten years Mr. C. B. Galbreath has been more than filling that place. Under his administration

the library has grown and extended its work into wider fields than have ever been attempted before. One of the greatest achievements of the state library is the promulgation of the traveling library, which has been of such great assistance to farmers' reading circles, granges, reading clubs in small towns, etc. Those who attended the Ohio State Fair at Columbus, last fall, will doubtless recall the splendid exhibit of the traveling library. These "libraries" consist of collections of the very best books upon whatever subjects the club may specify, or of the latest and best fiction, etc. The books are packed in convenient cases for transportation and may be kept for eight months. There is no expense attached except the cost of transportation. During one month there were over 900 of these libraries out. Mr. Galbreath and his assistants will be glad to answer any question concerning this system. Aside from being a very efficient and very valuable man in his executive capacity, Mr. Galbreath is a deep student, of broad mind, courteous and obliging. During his administration the office has been free from politics. The librarian has devoted himself to his work to such good effect that on occasions when in previous administrations attempts have been made to replace him with a political worker, newspapers of both parties have protested in strong terms. He is a good man and with his successful

experience in the work of the state library, should most certainly be retained.

—Our science friends will be glad to know that the American Book Co. have published "Half Hours with Fishes, Reptiles and Birds" by Charles Frederick Holder. This book sells at 60 cents and will be found an excellent aid to all biological studies.

—Prin. D. W. Matlack of Steubenville has been secretary of the O. T. R. C. for twelve years and has done a noble service in this good cause. His recent re-election shows the high esteem in which he is held by the teachers of Jefferson county.

—Dr. E. E. Sparks, Dr. John L. Lowes, Supt. D. C. Bryant, and Prof. A. B. Graham were the instructors in the Champaign Co. institute. The music was conducted by Marcellus Maxwell and Miss Marcella Maxwell. The new officers are: President, Supt. C. D. Conover, Kingcreek; Secretary, Prin. J. C. Neer, Urbana; Ex.-Com., Supt. D. C. Bryant, St Paris; O T. R. C. Secretary, Miss Kate Gries, Mechanicsburg.

—Lawrence Co. elected the following: President, John B. Griffith, Rock Camp; Secretary, Miss Mabel Marks, Proctorville; Ex.-Com., R. G. Russell, Ironton, Miss Cora D. Burton, Aid, V. F. Dillon, Proctorville; O. T. R. C. Secretary, John B. Griffith.

—Ginn & Co. have recently published "An Elementary Study of Chemistry" by Prof. William McPherson and Prof. William E. Henderson, both of Ohio State University. This book has been thoroughly tested and there is no doubt of the fact that it will spring into great popularity at once.

—Supt. W. T. Morgan of the Twin township, Ross Co. schools has issued a manual which will prove a great convenience to all who are connected with the schools as it is full of the right sort of information.

—During the past five years the schools of Elyria have made great progress under Supt. W. R. Comings. The enrollment has gone from 1,521 to 1998, and in the high school from 302 to 397. Last year there were about 100 graduates of the high school in college. The foreign tuition account has increased from \$1,261 to \$3,350. Many internal improvements have been added, such as scientific apparatus, stereopticon, lunch rooms, manual training, physical culture, reading tables, training for teachers, literary club, and now Supt. Comings is advocating the opening of a night school. This is a noble record and shows that Supt. Comings is cultivating his field with intelligence and perseverance.

—The Reading Circle Secretary of Shelby county is F. J. Urich of Loramic, as usual. He is indis-

pensable to the cause over in that section.

—A recent issue of the *Graphic* of St. Marys has this to say: There is no town or city of equal proportions in the country which has better public schools than St. Marys. Never in the whole history of the town have we had more competent, more zealous, or more enthusiastic superintendent than we now have in the person of Elmer A. Hotchkiss. We never knew an educator that was more thoroughly wedded to his work than Mr. Hotchkiss. He is full of enthusiasm for the work. He is constantly studying new ideas, and he keeps thoroughly abreast of all the advanced steps in the system of education. No better disciplinarian can be found anywhere, and he is the head of the St. Marys schools in fact, as well as in name. The superintendent is surrounded with an excellent corps of teachers, and it is safe to predict that the school year which shall be ushered in next Monday will be one of the most fruitful in results that has ever been known in this city. The teachers share the enthusiasm of the superintendent, and with the people equally as enthusiastic in their support of the superintendent and teachers the St. Marys public schools will continue to stand at the head of the list.

—Supt. J. W. Jones of Newcomerstown reports twenty-one teachers this year. The new teachers

this year are Misses Beatrice Gibb, Charlotte Hosick, Loretta Milligan and Carrie Dougherty. Supt. Jones was elected to membership on the executive committee at the recent institute.

—Miss Katherine Fulton of Barnesville, has accepted a position as seventh grade teacher in the Lorain schools.

—Supt. Orville Crist of Tippecanoe City recently issued a new manual which reflects credit upon all who had to do with its publication. The first class to graduate was in 1878 and the total number of graduates is 170. Among these we notice Mrs. B. U. Rannels, Cleveland, and Mrs. E. A. Hotchkiss, St. Marys.

—Miss Mary Wilgus of the Xenia high school and a lady friend have a very unique way of taking treatment for health. They have ten acres of land in the suburbs of Xenia which they cultivate in fruits and vegetables. This year they had two acres of asparagus, two and a half acres of strawberries, one-third of an acre of dew-berries, and two acres in apples, pears, cherries. Among the trees they have raspberries and potatoes. After they harvest the potatoes they plant spinach. They took four premiums on their apples at the fair. Besides all this they have good health and a great deal of pleasure. Prof. A. B. Graham will please make a note of this experience.

—The new high school building at Barnesville was dedicated Sept. 3 and the occasion was fittingly celebrated. The features were a pa-

ered by A. B. Ruff of Canal Dover. The flag and Bibles were accepted for the board of education by Supt. L. E. York in an address that was

NEW HIGH SCHOOL BUILDING, BARNESVILLE, OHIO.



rade, public exercises, and the raising of a new flag which, together with nine Bibles, was presented by Council No. 190 Jr. O. U. A. M. The principal address was deliv-

replete with good educational sentiment and numerous touches of eloquence. The new music teacher Harry L. Bland had excellent music prepared for the occasion. The

building is first-class in every respect and its very presence will inspire the community to higher and better things for the schools.

—The next meeting of the North Eastern Ohio Teachers' Association will be held in Akron, beginning the evening of October 19, and continuing through Saturday, October 20. Among the speakers are H. M. Schutt, of Canton; D. J. Boone, of Lorain; W. E. Hicks, Assistant Supt. of Schools, Cleveland; and President Rowlinson, of Hiram College.

—The Central Ohio Association will meet at Indianapolis Nov. 9 and 10. The railroads will make special rates. A fine program is being prepared which will be sent out soon.

—All who are interested in the subject of literature would do well to get Long's American Poems, and Smiley's American Literature, both published by the American Book Co., Cincinnati. The former sells at 90 cents and the latter at 60 cts.

—Summit Co. elected as follows: President, Miss Agnes Watkins, Akron; Secretary-treasurer, Miss Blanche S. Stall, Barberton; Ex.-Com., Geo. M. Korn, Barberton, H. O. Bolich, Cuyahoga Falls, W. G. Seese, Inland; O. T. R. C. Secretary, C. H. Swigart, Barberton.

—The Shelby Co. officers are: President, H. G. Princehouse, Sidney; Secretary, Miss Edna Gart-

ley, Sidney; Ex. Com., G. E. Sturm, Sidney, H. R. McVay, Sidney, J. F. Flinn, Houston.

—The officers of Fayette Co. are: President H. P. Swinehart, Bloomingburg; Secretary, Miss Edna Thompson, Washington C. H.; Ex. Com. A. L. Murry, A. E. Henkel, O. P. Cockerill, all of Washington C. H.; O. T. R. C. Secretary, A. L. Murry, Washington C. H.

—The American Book Company, Cincinnati, have recently added several notable books in the way of supplementary reading. Among the most interesting are Baldwin's Robinson Crusoe for Children, Baldwin's Nine Choice Poems, Baldwin's Thirty More Famous Stories Retold, Baldwin's Golden Fleece, Turpin's The Rose Primer, Fox's The Indian Primer, Baker's The Action Primer, Van Bergen's Story of Russia, and Dutton's Fishing and Hunting and In Field and Pasture. In the main these titles suggest the general character of the books, but they must really be seen to be appreciated. They make one wish to be back in the days of childhood.

—Prin. W. H. Maurer of Steubenville has been appointed to membership on the board of county examiners.

—A. H. Denbrock of Orrville has been elected to the principalship in the high school at Barnesville.



—The new teachers in Alliance this year are the following: Charles E. Sax, Principal No. 2 Building; Arthur Carr, teacher in high school, Miss Marion E. Wiet, third grade, Miss Helen Lower, third grade, Miss Jennie Miller, first grade.

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**OHIO SCHOOL CHILDREN TO AID SAN FRANCISCO'S SCHOOLS. ■ ■**

When the news of the great calamity that befell San Francisco last April was flashed across our country, every state, city and village, every church, fraternal order and social organization, in fact every citizen throughout the land, became active in the united effort to hasten the sending of all possible means of immediate relief to the suffering and terror stricken people of that city. With the promptness of action characteristic of the American people, the immediate necessities for the comfort and temporary relief of homeless thousands were provided. This action of the citizens of our country last April was not merely an outburst of a sympathetic impulse. The work has continued from the date of the city's ruin to the present time. Men of all trades and professions are now sending to workmen of their respective crafts more permanent and substantial aid in the form of implements to take the place of those destroyed by the earthquake and the fire which followed.

At the opening of the school year, the school children of Ohio, no less sympathetic and generous than their parents, appreciating the fact that the school buildings of that great city have been ruined, will be glad to have an opportunity to contribute their mite to aid in replacing them.

To this end, I feel justified in appealing to boards of education and superintendents throughout the state, to give the pupils in all of the public schools an opportunity to make a voluntary contribution to a fund which is to be used in erecting and equipping in San Francisco a fine school building to be known as the Ohio Building. If plans are perfected for such voluntary assistance to be forwarded, on Thanksgiving Day, and announcement of these plans is made to the pupils early in the school year just entered upon, it is believed that the more than 800,000 children enrolled in the schools will be glad, at the Thanksgiving season, to send to the school children of San Francisco at least \$80,000 for the purpose mentioned above.

It is desirable, if possible, to have the contributions made by the various schools of the state, placed in a depository which will be selected by this department, and at Thanksgiving time sent to the treasurer of the board of education of San Francisco. If the superintendent of schools in the county seat in each county in the state, under the di-

rection of the board of education he serves, will arrange for a depository for the contributions made by the schools of his county, either with a local bank or with the treasurer of the county, the amount collected in each county may be forwarded to this office, from which a receipt, indorsed by the bank in this city selected for the depository of the amount collected throughout the state, will be returned.

A few schools in the state made a contribution direct to the superintendent of the San Francisco schools, before the close of the last school year. The schools that responded to this call last spring are not urged to make a second contribution, but the superintendent of such schools is requested to report to this office the amount forwarded at that time. It is desired to know what amount, in all, is sent to San Francisco by the schools, that the pupils throughout the state may ascertain whether that city shall have an "Ohio Building." It is hoped that the total amount collected for this purpose may equal at least ten cents for each pupil enrolled in the state. As far as possible, all pupils should be given an opportunity to assist in this work, which is not a charity but a neighborly kindness.

There can be no objection to supplementing the fund by adding to it the proceeds of any entertainment the schools may determine to present. What is especially desired is

that sufficient funds be raised to provide for the erection of a school building of which the school children in San Francisco and in Ohio may justly feel proud.

Trusting that this appeal may be given an immediate and a hearty response by the schools of our state, I remain,

Very respectfully,

EDMUND A. JONES,

*State School Commissioner.*

#### UNIFORM QUESTIONS FOR SEPTEMBER.

##### GEOGRAPHY.

1. How is latitude measured? What points on the earth's surface have the same latitude? 2. Locate the principal forest regions of North America. What woods do we import from India and the West Indies? For what purposes are these woods used? 3. Why do so few large rivers flow from our continent into the Pacific Ocean? 4. About how many miles of railroads are there in the United States at the present time? Trace the railroad route by which you would travel in going from the county seat of the county in which you live either to New York or Washington, D. C.; to San Francisco. 5. Bound Venezuela, describe its drainage system and locate its capital city. 6. Why is the climate of a large part of the west coast of Africa unhealthy? 7. What states occupy the Balkan peninsula? What are the chief industries and products of this peninsula? 8. What change has recently taken place in the government of Norway and Sweden? 9. Account for the rapid growth of Duluth, Minn.; Guthrie, Okla. 10. What and where is each of the following: Great Bear, Sauble, Oakland, Welland, Shasta?

##### PHYSIOLOGY.

1. Mention three sources of impurities found in the air? What are some tests of bad air? 2. Draw a cross section of the heart, indicating its cavities, valves and the blood vessels entering and leaving it. 3. Name the constituents of air exhaled in respiration. Which

are poisonous? Where, in the circulation, are these impurities gathered up? 4. Why are muscles arranged in pairs? Define the following terms: unstriated, involuntary, tendon. 5. Distinguish between sensor and motor nerves; spinal and cranial nerves. 6. What advantage is obtained by having the socket of the shoulder joint shallow? Draw a figure and explain what kind of a lever is represented when we raise the body on the toes. 7. Name five fluids concerned in the digestion of food. Explain the importance of the portal vein. 8. Describe the location and use of the small bones of the ear. 9. Make a list of the common diseases of which there is danger of transmission in the school room. 10. What is the effect of alcohol upon the stomach? Is there such a thing as a "true stimulant?" Why, or why not?

#### LITERATURE.

1. Who was America's first great poet of nature? Mention at least two of his poems which show this love of nature. 2. Who was Noah Webster? Daniel Webster? What did each contribute to our literature? 3. Name the distinctive characteristics and at least three writers of the Revolutionary period of American literature. 4. Show that Lowell was at once critic, poet and essayist. 5. Mention five of the world's most famous biographies; three of its most famous autobiographies. 6. What is folk lore? How might folk songs and stories be used in connection with the work of the school? 7. Tell what you can of the Elizabethan Age of English literature. 8. Why is Cooper often called the "Scott of America?" 9. Discuss the nature of the writings of any two of the following: John Godfrey, Saxe, Louise May Alcott, Bayard Taylor, Josiah Gilbert Holland. ( 10. Locate each of the following quotations: a. "All the world's a stage

And all the men and women merely players."

b. "The boast of heraldry, the pomp of power,  
And all that beauty, all that wealth  
e'er gave,  
Await alike, the inevitable hour:  
The paths of glory lead but to the grave."

c. "Life is real! Life is earnest!  
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d. "The evil that men do lives after them;  
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1. What two nations undertook the settlement of the Connecticut river valley? Mention a fort or colony established by each. Tell something of the nature and significance of the Connecticut constitution. 2. Explain definitely what connection each of the following had with the early financial history of our country: Robert Morris; Alexander Hamilton. 3. In whose administration were the Embargo and Non-Inter-course Acts passed? Why were they passed and what was their effect? 4. Mention one chief cause of each of the following wars: the War of the Revolution; the War of 1812; Wars with the Barbary States; the French and Indian Wars; the Spanish-American War. 5. In Ohio, locate Fort Miami, tell by what nation it was built and for what purpose. 6. What territory was ceded to the United States by Mexico as a result of the Mexican War? How did the question of slavery come up in connection with this war and with what result? 7. State the manner of obtaining office, the length of term of office, and one chief duty of the President of the United States; the Adjutant General of Ohio. 8. What service did John Paul Jones render to this country? What recent event has served to recall this service? 9. Who were the candidates and what was the chief issue of the presidential election of 1896? 10. What connection has each of the following with Ohio history: Anthony Wayne; John H. Morgan?

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1. Mention three sources of impurities found in the air? What are some tests of bad air? 2. Draw a cross section of the heart, indicating its cavities, valves and the blood vessels entering and leaving it. 3. Name the constituents of air exhaled in respiration. Which



"ADENA,"



—The new Wells high school at Steubenville opened for work Sept. 4th, and 375 eager boys and girls took up their abode in their elegant new home. This building marks a distinct advance in school affairs in that city and too much praise can not be given Supt. E. M. Van Cleve for his tireless efforts.

—P. L. Clark, editor of the *Times-Citizen*, Urbana, succeeds himself on the board of county examiners in Champaign Co. W. B. Crim succeeds Supt. C. C. Kohl.

—Miss Olive Woodward of Oak Harbor has been promoted to the principalship of the high school at Perrysburg and this honor is most worthily bestowed.

—Thomas Draper is the new superintendent of Rosewood and the schools of Adams township, Champaign county.

—Miss Adda Hannon has been elected to a position in the high school at Berea and R. L. Carter of Elliston succeeds her in the high school at Elmore, as principal.

—We are glad to reproduce the following from the *Ohio Farmer*: Happy is the man who has found his work, and lucky is the public when such a man occupies a public position. Ohio is fortunate in having such a man in charge of the state library at Columbus. For the past ten years Mr. C. B. Galbreath has been more than filling that place. Under his administration

the library has grown and extended its work into wider fields than have ever been attempted before. One of the greatest achievements of the state library is the promulgation of the traveling library, which has been of such great assistance to farmers' reading circles, granges, reading clubs in small towns, etc. Those who attended the Ohio State Fair at Columbus, last fall, will doubtless recall the splendid exhibit of the traveling library. These "libraries" consist of collections of the very best books upon whatever subjects the club may specify, or of the latest and best fiction, etc. The books are packed in convenient cases for transportation and may be kept for eight months. There is no expense attached except the cost of transportation. During one month there were over 900 of these libraries out. Mr. Galbreath and his assistants will be glad to answer any question concerning this system. Aside from being a very efficient and very valuable man in his executive capacity, Mr. Galbreath is a deep student, of broad mind, courteous and obliging. During his administration the office has been free from politics. The librarian has devoted himself to his work to such good effect that on occasions when in previous administrations attempts have been made to replace him with a political worker, newspapers of both parties have protested in strong terms. He is a good man and with his successful

experience in the work of the state library, should most certainly be retained.

—Our science friends will be glad to know that the American Book Co. have published "Half Hours with Fishes, Reptiles and Birds" by Charles Frederick Holder. This book sells at 60 cents and will be found an excellent aid to all biological studies.

—Prin. D. W. Matlack of Steubenville has been secretary of the O. T. R. C. for twelve years and has done a noble service in this good cause. His recent re-election shows the high esteem in which he is held by the teachers of Jefferson county.

—Dr. E. E. Sparks, Dr. John L. Lowes, Supt. D. C. Bryant, and Prof. A. B. Graham were the instructors in the Champaign Co. institute. The music was conducted by Marcellus Maxwell and Miss Marcella Maxwell. The new officers are: President, Supt. C. D. Conover, Kingcreek; Secretary, Prin. J. C. Neer, Urbana; Ex.-Com., Supt. D. C. Bryant, St Paris; O. T. R. C. Secretary, Miss Kate Gries, Mechanicsburg.

—Lawrence Co. elected the following: President, John B. Griffith, Rock Camp; Secretary, Miss Mabel Marks, Proctorville; Ex.-Com., R. G. Russell, Ironton, Miss Cora D. Burton, Aid, V. F. Dillon, Proctorville; O. T. R. C. Secretary, John B. Griffith.

—Ginn & Co. have recently published "An Elementary Study of Chemistry" by Prof. William McPherson and Prof. William E. Henderson, both of Ohio State University. This book has been thoroughly tested and there is no doubt of the fact that it will spring into great popularity at once.

—Supt. W. T. Morgan of the Twin township, Ross Co. schools has issued a manual which will prove a great convenience to all who are connected with the schools as it is full of the right sort of information.

—During the past five years the schools of Elyria have made great progress under Supt. W. R. Comings. The enrollment has gone from 1,521 to 1998, and in the high school from 302 to 397. Last year there were about 100 graduates of the high school in college. The foreign tuition account has increased from \$1,261 to \$3,350. Many internal improvements have been added, such as scientific apparatus, stereopticon, lunch rooms, manual training, physical culture, reading tables, training for teachers, literary club, and now Supt. Comings is advocating the opening of a night school. This is a noble record and shows that Supt. Comings is cultivating his field with intelligence and perseverance.

—The Reading Circle Secretary of Shelby county is F. J. Urich of Loramie, as usual. He is indis-

pensable to the cause over in that section.

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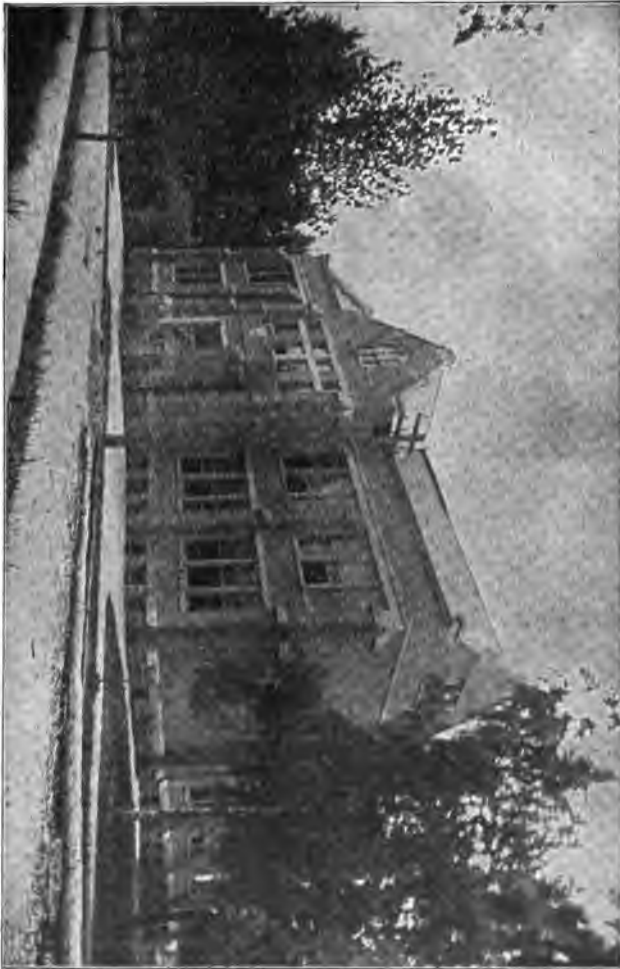
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—The new high school building at Barnesville was dedicated Sept. 3 and the occasion was fittingly celebrated. The features were a pa-

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NEW HIGH SCHOOL BUILDING, BARNESVILLE, OHIO.



rade, public exercises, and the raising of a new flag which, together with nine Bibles, was presented by Council No. 190 Jr. O. U. A. M. The principal address was deliv-

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are poisonous? Where, in the circulation, are these impurities gathered up? 4. Why are muscles arranged in pairs? Define the following terms: unstriated, involuntary, tendon. 5. Distinguish between sensor and motor nerves; spinal and cranial nerves. 6. What advantage is obtained by having the socket of the shoulder joint shallow? Draw a figure and explain what kind of a lever is represented when we raise the body on the toes. 7. Name five fluids concerned in the digestion of food. Explain the importance of the portal vein. 8. Describe the location and use of the small bones of the ear. 9. Make a list of the common diseases of which there is danger of transmission in the school room. 10. What is the effect of alcohol upon the stomach? Is there such a thing as a "true stimulant?" Why, or why not?

### LITERATURE.

1. Who was America's first great poet of nature? Mention at least two of his poems which show this love of nature. 2. Who was Noah Webster? Daniel Webster? What did each contribute to our literature? 3. Name the distinctive characteristics and at least three writers of the Revolutionary period of American literature. 4. Show that Lowell was at once critic, poet and essayist. 5. Mention five of the world's most famous biographies; three of its most famous autobiographies. 6. What is folk lore? How might folk songs and stories be used in connection with the work of the school? 7. Tell what you can of the Elizabethan Age of English literature. 8. Why is Cooper often called the "Scott of America?" 9. Discuss the nature of the writings of any two of the following: John Godfrey, Saxe, Louise May Alcott, Bayard Taylor, Josiah Gilbert Holland. 10. Locate each of the following quotations: a. "All the world's a stage

And all the men and women merely players."

b. "The boast of heraldry, the pomp of power,  
And all that beauty, all that wealth  
e'er gave,  
Await alike, the inevitable hour:  
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education. 4. How do you distinguish sensation from perception? 5. Define the inductive and deductive methods of reasoning. 6. What are the "industrial branches?" What share of attention do you believe they should receive in the curriculum of a graded school? 7. What should be the true object of all punishment? 8. Mention at least two important results to be secured by written work in any branch of study. 9. How are school board members chosen in Ohio? What persons are eligible for this office? 10. Mention three books on education (one of them upon the history of education) with which you think a teacher should be familiar, and give your reasons.

### GRAMMAR.

- 1 And while in life's late afternoon,
- 2 Where cool and long the shadows grow,
- 3 I walk to meet the night that soon
- 4 Shall shape and shadow overflow,
- 5 I cannot feel that thou art far,
- 6 Since near at hand the angels are;
- 7 And when the sunset gates unbar,
- 8 Shall I not see thee waiting stand,
- 9 And, white against the evening star,
- 10 The welcome of thy beckoning hand?

—WHITTIER.

Note—The first six questions refer to the selection given above.

1. With regard to the following connectives, write the clause that each introduces and the word with which it connects that clause: while (1); where (2); that (3); since (6); when (7). 2. Name and classify all objective elements. 3. Select two principal clauses. 4. Give the syntax of one infinitive; one participle. 5. Name all of the conjunctive adverbs. Classify all other adverbs according to meaning. 6. Parse shall see (8); stand (8); against (9). 7. Name three different uses of the nominative case and illustrate each by an original sentence. 8. Write a sentence containing: *a* A verb in the progressive form; *b* A copulative conjunction; *c* A descriptive adjective used as a noun; *d* A clause in apposition with a noun; *e* A passive infinitive as the subject of a finite verb.

### ORTHOGRAPHY.

1. Distinguish in meaning between authorized and authentic; wary and

cautious; proclamation and announcement. 2. Indicate the correct pronunciation of the following words: granary, isolate, carbine, Roosevelt, manor. 3. Give the etymology of any two words from the following list: habit, educate, chauffeur, interfere, conduct. 4. Give a homonym for each of the following words: nay, wrote, indict, pride, vile, pole, limb, course, feign, grip. 5. Write the following: complacency, ardor, antique, rutable, aggrandize, ceremonial, ammonia, entomb, affiliate, tenement, cycle, deterred, bridging, intercede, passionate, decisive, tympanum, college, colleague, axiom, tryst, willful, zigzag, saucy, indelible, propagate, rueful, rhomboid, hysterics, immerse.

### ARITHMETIC.

1. What is a reciprocal of a fraction? Illustrate. Multiply the reciprocal of  $\frac{3}{10}$  by the reciprocal of 5. Ans.  $\frac{3}{10}$ . 2. What is the ratio of a pound avoirdupois to a pound troy? What is the inverse ratio of a long ton to a short ton? Ans. (1) 175:144. (2) 25:28. 3. Take 2 cubes, each measuring 8 inches on a side; from one cut a cylinder; from the other a sphere. Find the cubic content of each. (1) 402.1248 cu. in. (2) 268.0832 cu. in. 4. Find the cost at \$16.00 per M. of  $1\frac{1}{2}$ " lumber for a board walk 5' wide, which incloses a rectangular grass plat 60' by 30'. Ans. \$24.00. 5. The merchant from whom the lumber for the walk in the previous question was purchased, paid but \$14.80 per M. What was his per cent of gain on the sale? Ans. 8  $\frac{4}{37}$ %. 6. An agent charged  $2\frac{3}{4}$ % commission and \$48 traveling expenses for selling grain; for what sum was the grain sold, if he sent his principal \$1,560.20? Ans. \$1,653.67. 7. If it requires 800 reams of paper to publish 5,000 volumes of a duodecimo book containing 320 pages, how many reams will be needed to publish 24,000 copies of a book, octavo size of 550 pages? Ans. 9,900 reams. 8. For what sum must a two months' note be drawn to yield \$1,000, when discounted at 6% per annum? Ans. \$1010.10. 9. Find a mean proportional between  $\frac{25}{64}$  and  $\frac{100}{144}$ . Ans.  $\frac{25}{48}$ . 10. Find the amount due this day on a note given in Cleveland, January 10, 1905, for \$500, with interest at 6%, a payment of \$45 having been made September 6, 1905. Ans. Due Sept. 10, 1906, \$503.15.

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# THE OHIO EDUCATIONAL MONTHLY

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## THE CELESTIAL SURGEON.

If I have faltered more or less  
In my great task of happiness;  
If I have moved among my race  
And shown no glorious morning face,  
If beams from happy human eyes  
Have moved me not; if morning skies,  
Books, and my food, and summer rain  
Knocked on my sullen heart in vain—  
Lord, thy most pointed pleasure take  
And stab my spirit broad awake:  
Or, Lord, if too obdurate I,  
Choose Thou, before that spirit die,  
A piercing pain, a killing sin,  
And to my dead heart run them in.

— Stevenson.

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## THE SAN FRANCISCO EARTHQUAKE.

BY PROFESSOR J. A. BOWNOCKER, OHIO STATE UNIVERSITY.

### *Introduction.*

Within the last one hundred years, three earthquakes have occurred within the United States of sufficient magnitude to attract general attention in our own country, and that of students of earthquake science in all parts of the world.

The first of these was in the Mississippi valley, the center of disturbance being near New Madrid in south-eastern Missouri. The shock began in 1811, and continued at irregular periods for two years. Since the region at that time was sparsely settled, the damage to

property was small. The results of a geological nature, however, were among the most important recorded in any part of the world. At one time, the land rose at right angles to the course of the great "father of waters," the result being that for

Reelfoot Lake in the latter state, having an area of about one hundred square miles, is perhaps the most important of these bodies. Faults and other crevices were formed and these further modified the surface. From some of these cre-

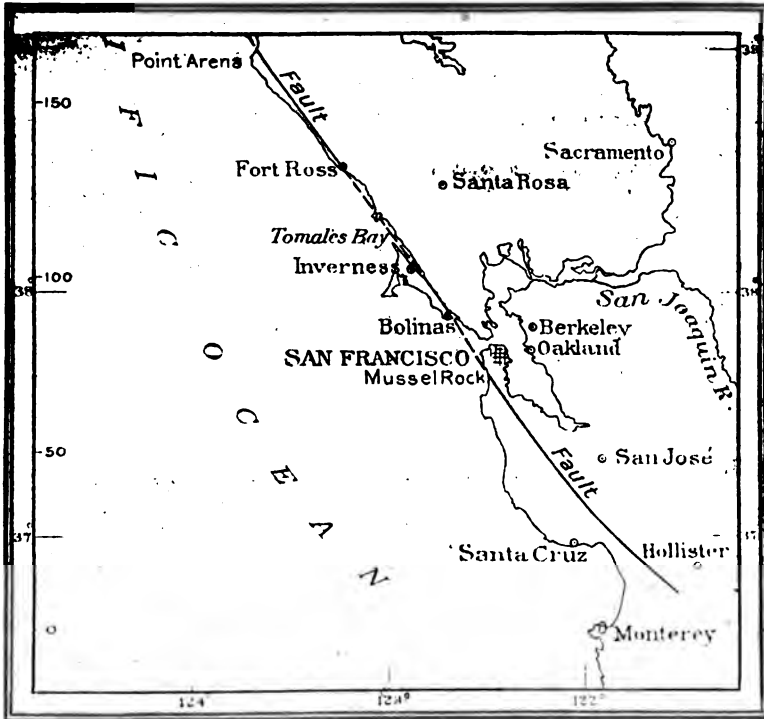


FIG. 1. Location of Fault line (after Gilbert). North of Pt. Arena the line passes under the ocean. The line has now been traced farther to the southeast than the map shows.

a very short period, the waters on the north side of the fold flowed northward. Lands nearby were depressed and filled with water, forming marshes and sometimes permanent lakes. The latter still exist in Missouri, Arkansas and Tennessee.

vices, muddy waters were thrown, geyser fashion, to a considerable height. To protect themselves from the danger of being engulfed in these crevices, the people felled trees at right angles to the crevices and built temporary homes on them.

Should an earthquake of this violence occur in one of the populous districts of the world, it might set a new standard for loss of life and destruction of property.

The second shock was at Charleston, South Carolina, in 1886. This killed a number of people, and de-

#### THE SAN FRANCISCO EARTHQUAKE.

*Historical.* The third great earthquake was at San Francisco. According to the records at the State University it began six seconds after 5:12 on the morning of April 18th, and lasted 65 seconds.

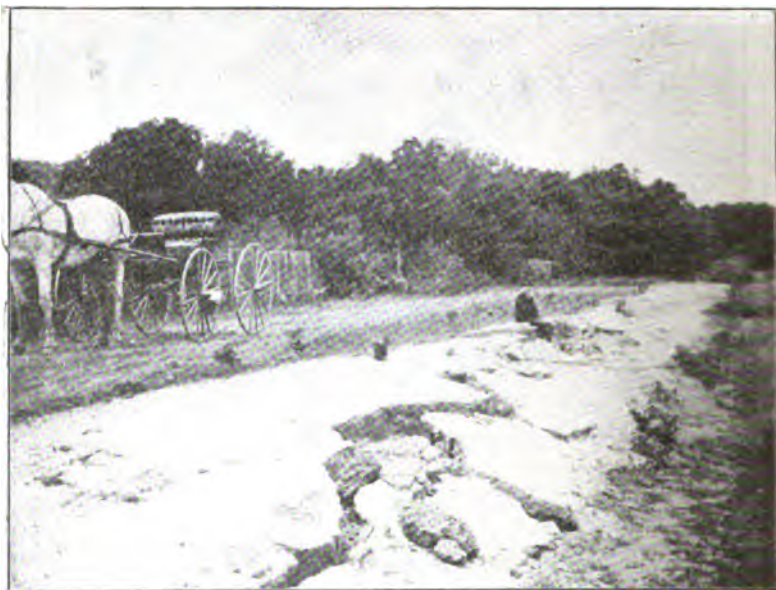


FIG. 2. Road near Olema (north of San Francisco). Not only is the road badly cracked, but the right side is a foot or two lower than the left side. These cracks represent the position of the fault line.

stroyed property to the value of millions of dollars. In places large cracks were made in the ground, and at other places, depressions were formed. In point of violence, the shock was much smaller than those of the New Madrid earthquake referred to in the preceding paragraph.

Within an hour, twelve minor shocks were noted, and others occurred later in the day, and on ensuing days.

Prior to this event, earthquakes were not strangers in California. More than a century ago a shock was reported in the southern part of the state, and in 1868 one occurred



strata in such a locality may be subject to great strains and stresses. These may be relieved by movements of the crust, so small as not to be recognized, or by more violent movements producing earthquakes.

Now the Coast Range are the

position, but they have been faulted, and these fault planes are planes of weakness. If the rocks find relief from the stresses and strains, it will probably be along one of these planes.

For these general reasons, the geologists of California quickly ex-



FIG. 4. Road near Inverness (north of San Francisco). Before the earthquake the road was about 8 ft. higher, its position being shown by the hat. The shocks produced many land-slides in this vicinity, and one of these carried the road down with it.

youngest mountains in the United States, and moreover, are fractured along nearly vertical planes. Along these planes the rocks have been elevated on one side or depressed on the other, a condition known as a *fault*.

Hence, not only may the rocks in these mountains lie in an uneasy

position, but they have been faulted, and these fault planes are planes of weakness. If the rocks find relief from the stresses and strains, it will probably be along one of these planes. Subsequent investigation showed these forecasts to be correct.

*Area Affected and Intensity of Shock.* The shock was felt as far north as Oregon and south as far



as Los Angeles. It was recorded by delicate instruments in Alaska, Germany and Japan. The belt of destruction comprised an area of about 25 miles on either side of the fault line, but the intensity of action varied greatly from place to place. The greatest disturbance was di-

damage in proportion to its size than any other place. San Jose, 13 miles east of the fault line was also badly damaged, and the same is true of Stanford University, 7 miles east from the line. These places are all situated in valleys and hence on loose earth, and this may account



FIG. 5. View near Stanford University. Before the earthquake the fence in the foreground was straight. Now the two panels make an angle. This has resulted from horizontal movement of the land.

rectly over the fault line, but fortunately no town of importance was located on this line. Both east and west of this however, the shock was often severe. Further the severity was not always proportional to the distance from the fault line. Thus Santa Rosa lying about 20 miles east of the fault suffered greater

for the great damage. To the west of the fault line the same general condition prevails, while those standing on more solid matter suffered less, even when nearer the fault line.

The same principle applies in San Francisco also. Buildings constructed on loose earth, and espec-

ially on land made by filling in parts of the bay, suffered most from the earthquake.

*Crustal Movements.* The line along which the movement has been observed to have taken place, has a length of about 190 miles. Its position and direction are shown on the map (Fig. 1). Note that in places the line is on the land, and in other places under the sea, the latter being true in the vicinity of San Francisco.

The position of this line on the surface is often strikingly conspicuous. It manifests itself by cracks, and also by vertical and horizontal displacements. The cracks may be a foot wide, sometimes more. At places, the crack is single; at other points it divides and reunites; at other places still, short cracks run off from the main crack.

Sometimes and for a considerable distance, no crack at all is found. This may mean that the crack was closed immediately after formation, or it may be that the crack did not reach the surface, though its existence in the underlying rocks can hardly be doubted.

The vertical movement or dislocation was smaller than the horizontal one. North of San Francisco, the land on the west side of the fault line is found in some places two or three feet higher than that on the east side (Fig. 2), but whether the land on the west side rose or that on the east side sank, cannot be stated at the present time.

Possibly, both sides took part in the movement, the land rising on the west side of the fault line and sinking on the east side.

South of San Francisco, conditions are reversed; that is, the land on the east side of the fault line stands two or three feet higher than that on the west side.

The horizontal movement was greatest to the north, amounting to about 16 feet. While far to the south the movement was only about 18 inches. At present, we cannot say whether the land on the east side of the fault line remained quiet and the land on the west side moved north, or whether the land on the west side remained quiet and the land on the east side moved south. Perhaps each side moved and in opposite directions.

Where the fault line crossed hills, landslides were common (Fig. 4). These swept everything before them. At one place a large saw-mill, located in a narrow valley, and nine workmen were buried beneath 125 feet of earth,—the result of two landslides, one on each side of the valley.

It might be expected that a fault of this magnitude would have a marked effect on wells and springs, by interfering with underground streams. The writer has heard of a case or two of this sort, but the results appear to be much less important than might be expected.

*Effects on Works of Man.* Wherever the fault line crossed a

fence, the latter may have been thrown out of line at the place of intersection with the fault (Fig. 5). The amount of dislocation might equal the maximum horizontal displacement, that is, about 16 feet. In a similar way, public roads have occasionally been thrown out of line and at the same time further destroyed by vertical displacements (Figs. 2, 3). If the fault passed under a bridge, the latter was destroyed or badly damaged. In a similar manner, railroad tracks were thrown out of line, and trestles twisted or knocked down. At one or more places the fault line crossed the San Francisco water mains, producing results which need not be described here.

Where the fault crossed a railroad at a small angle the effect was different. In this case, a buckling or arching of the rails was produced. At one place the fault crossed one of the San Francisco water mains at a small angle, and as a result the main was broken, and then one of the fractured ends forced over another, that is telescoped.

If buildings of any sort chanced to be located on the fault, they were destroyed. If near the fault, the re-

sults may have been as bad or nearly so. Trees suffered in a similar way. Often they were thrown down, but if directly on the fault line they may have been split. The writer remembers seeing a small fence post split nearly to the top, and a nearby stump affected in the same manner. Both, of course, stood directly on the fault line.

*Final Word.* The total vertical displacement along the old fault line is very large. One cannot think of this as having been made at one time. Doubtless, the displacement is the result of many movements separated by periods of unequal length, and occupying in the aggregate, a long period. Each of these movements may have produced an earthquake, and some of the shocks may have been more severe than the recent one.

Now as to the future! The writer being neither a prophet nor the son of a prophet, can say but little about the future. It seems reasonable to conclude that the recent crustal movements have given relief from the accumulated stresses and strains. If so, the immediate future appears safe.

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## QUIETING THE TRIANGLE.

---

BY REA MCCAIN, LEBANON.

It was just after recess one damp, dark day the last of September that

the "Triangle" first proved troublesome. It was to be expected that

all the other pupils would fidget and become cross when they were tired but Helen, Marjorie and Ivan had never before been what their teacher irreverently called many of the budding intelligences committed to her care "Nuisances." "The Triangle is all right," Miss Alton had said several times with an unthinking lapse into the slang that frequent hearing had made easy. "Why do I call them the 'Triangle?' Because they work at cross purposes? Not at all. They are the best of friends. I call them that because they all stick together and yet no one is ever pulled away from his purpose by the strong individuality of the other."

Today individuality did not seem to be lacking if by that one means persistence in one's own purpose. Ivan began it by saying, "John told me lungs are soft, pink things, are they?" Before she could answer Marjorie was crying and the unusual sight quite drove Ivan's question from Miss Alton's mind. "Marjorie, what is the matter?" Now recess was just over and any calamity might have befallen her.

"Ivan said I was like jelly inside and I won't be all horrid and sticky."

Was there ever such a predicament? Miss Alton mentally wished that big brother John could find some way of satisfying the curiosity of Ivan without starting such abstruse questions as anatomy, with which she felt ill able to cope, for

she remembered dismally the violent contortions indulged in to prove whether there really was a "hinge" in the wrist and the note she had received from an angry mother was still a source of amusement to her intellect and of keen mortification to her feelings. The hinge debate was at its height when the following note arrived:

"Miss Alton, please don't go ateachin my children thers hinges in em for there aint and I cant have em aspillin my machine oil over the floor and there clothes atryin to make em run smoother the way pa done the door.

Respec.

MRS. TRUDY.

"Now," thought Miss Alton, "some one will be writing to know about this jelly business." But dismal thoughts were little to the purpose for Frank, Ivan's nearest neighbor, had found out from hurried questioning where these just heard of lungs were supposed to be and was sticking his finger down his throat in an effort to feel them while Helen, who saw Marjorie crying, immediately began that wail of "I want my Ethel, I do," which had been the bane of Miss Alton's existence the first week that the timid child had been in school and separated from both mother and the big sister who had always been her protector.

A good shake to inquisitive Ivan, who was now inflating and contracting his chest to see if he could

squeeze his lungs until they hurt, would have relieved her feelings but would scarcely assuage the terrors aroused in the children's breasts.

Suddenly she remembered an amusing passage in one of the modern novels she always found a spare minute for, despite the outcry raised against them, and with a smile an older person would have interpreted as half amusement and half interest in the problem to be met, she said, "I am not going to answer Ivan's question just now, and don't cry Marjorie, for I am ready to tell you a story of 'Three Gentlemen of High Degree' of whom I read last night. You know all gentlemen are busy these days and can't spare the time to play and neither can these three I heard of. Do you know what the Siamese twins were? No? Come, Jessie and Alice, stand here a minute and I'll show you."

Then when the two little girls were side by side, she showed how the two people were fastened together and always had to help each other.

"The twins I want to tell you about lived in a little room way up in a little tall house. How busy they were all day, for this queer little room they lived in had a breeze blowing through it and they kept turning something red over and over until the air had blown out all the dust and then they sent that downstairs and some more red stuff came up again and they did just

the same with that. But one day the breeze didn't blow through very well and part of the dust stuck and one queer little man said to the other, 'Somebody must have shut one of the windows up farther because the wind can't get in and blow the dust away.' The other little man answered. 'If we were like other people we could go up and open the windows again but we can't either of us get away and must just do the best we can.' So they tried with all their might but it was so hot and close that pretty soon they grew tired and no matter how they toiled, those ugly dark spots stayed and they couldn't make the pretty, bright red show again. It wasn't very long before the man downstairs saw how ugly the part that came back to him looked. You see he stayed down there and pumped and pumped all day to make the dark blood (Miss Alton had not meant to say that, but it slipped out and Ivan, who had looked puzzled brightened up as though he guessed now what it was all about but Miss Alton went on just the same). He pumped all day to make the ugly dark stuff go up and when he saw it come down again no cleaner than it went up, he said, 'What's the use of trying? I'm not going to work all day for nothing.'

"So he pumped slower and slower until before long the funny little twins upstairs had not nearly enough to turn over and it was very hard to make their machines run

right when they were almost empty so they called down 'Old gentleman down there, send us more red to air or we can not do our work promptly.' But the old gentleman answered, 'It's all so dusty and heavy when it comes back that my pump will hardly work at all and I can't send you any more.'

"The poor twins said, 'Why don't you go up and open the windows for us. Our room is too little and unless we have plenty of room we can't get the dust out.' Then the old gentleman answered, I must stay at my pump and keep on working and his voice sounded so tired that the twins just worked and worked but could not get any one at all to help them."

Miss Alton paused and then added, "I wonder how many of you people would like to help the poor little twins."

All the hands went up of course (they wanted something to do, too) and Miss Alton said musingly, "Now, how are we to find **these** twins?"

Ivan never paused for permission but jumped clear out of her seat as she said, "I know, I know, you said blood and John told me the heart pumped the blood up and the lungs cleaned it."

"Yes," Miss Alton answered with a laugh, "the lungs are the funny little twin-men who live up at the top of the house. Now, where are they?" She tapped her chest and all of the children delightedly lifted

theirs. "See," she cried, "you are all making the rooms larger for the twins. Come stand up and breathe hard. That will make good breezes for the twins to turn the blood in."

They all sprang up and for a few moments tried so hard to "let the breezes in" that more than one face was purple from the violent efforts and an observant little mite pressed her hand to her head throbbing from the greater flow of blood with the remark, "I guess I don't want such hard breezes. They make me dizzy."

Forty flushed little folks sat down just as the music teacher came to hear the songs made vigorous by deep breathing. The supervisor had been standing quietly in the back of the room and now left with Miss Alton who usually took a few minutes' rest while Miss Martin had the children.

"How did you think of all this?" she inquired.

"It's not original," laughed Miss Alton. "Don't you remember in 'People of the Whirlpool' the reference to the 'Three Gentlemen of High Degree' who do our work for us, the lungs, Siamese twins, the heart and the lazy liver, which lay on its side and groaned because of coffee for breakfast. I just used the first part and made a story out of that sentence."

"The question is how much the children will remember," rejoined the other thoughtfully.

"In a thing of this sort I never worry but just, remember Bo-Peep whenever I ask for anything and find they have forgotten it."

"Remember Bo-Peep, what in the world" —

"Don't you remember when she couldn't find her sheep,

'Leave them alone and they'll come home,

And bring their 'tales' behind them.'

"It's time for me to prove that  $2+2=4$ " and Miss Alton went back for the mental arithmetic, which always followed the music lesson.

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## A PLEA FOR THE IMPROVEMENT OF READING IN THE ELEMENTARY SCHOOL.

---

BY PRIN. L. M. LAYTON, SPRINGFIELD.

I am convinced after fifteen years experience in public school work, that candidates for admission to our High School know less about Reading than any other branch they have pursued. It is not an uncommon experience to have teachers of grammar grades complain that pupils are unable to read their text books. Even such an eminent school man as Superintendent R. C. Metcalf of Boston, has this to say upon the point.

"Much of the unsatisfactory work of the grammar school is in consequence of the inability of pupils to read and understand readily the books placed in their hands."

It is not an uncommon experience to have pupils come with tears in their eyes pleading for an explanation to problems in arithmetic, which are easily solved after an intelligent reading by the teacher. Who has not observed how easily

parts of the tangled mass in difficult sentences are brought into proper relation when the language is read with expression by the teacher. And the reading lesson itself — how many teachers endure its agonies from day to day, striving with might and main for something better without any appreciable results.

These experiences of which I speak are not fancies, but facts. Nor is the condition confined to any one locality. I will venture the assertion that if a free expression could be had from teachers in elementary schools where there is no special supervision of reading, the testimony of ninety-five per cent would coincide with the statement which I have made.

"Reading is the poorest thing the pupil does, and that after fifteen or sixteen years of his life has been spent in school," said a prominent

teacher of English the other day. And where shall we search for the root of the difficulty?

A few years ago we heard much discussion of what was called "Elocutionary Reading," whatever that means. We saw many educational noses turned up at the very mention of elocution. We heard mighty voices hurling their thunder-bolts at what they believed to be a useless expenditure of time and effort. Said one mighty man as he paced excitedly up and down the platform before a teachers' institute — "We have no time to train public entertainers. There is but one real end to be obtained in the study of Reading, and that is to develop the power to extract thought from the printed page."

And who will deny that his statement contained a great truth? But do you agree that his view is a broad one? He reminded one of a narrow gauge engine trying to speed on a broad gauge track. On one side, the wheels ran smoothly, but there was a mighty bumping of the ties on the other. Ten minutes later he was pleading earnestly with his audience to give more attention to Music and Drawing. How consistent! When one remembers that these arts are but different channels through which our expression flows.

It seems to me that we have been gradually drifting away from the true ends to be attained in the study of Reading in the elementary

school. Somewhere in our educational development a Pied Piper has appeared and we have followed him out of our course. Recently a school man who is known for his broad views and liberal ideas gave the following as what he considered the true aims of the study of Reading in the elementary schools.

"The accumulation of a vocabulary, and the ability to recognize and articulate words, are the chief aims of the early training of pupils. While the acquisition of knowledge and appreciation of literary forms, are the ends to be attained in later years."

Truly all of these aims are important. The child must recognize and articulate words. He must get a vocabulary and acquire knowledge. But while he has been doing all this, has he been taught to think? Has he been taught how to extract thought from the printed page? Has his preparation been so complete that he has acquired the power to reproduce the thought orally in such a manner as to give the fullest measure of meaning to one who listens? If he has not accomplished these things, has his instruction been adequate? A very large per cent of the reading time in the elementary school is given to oral reading. Now if this exercise does not have for its chief ends the development of a power to grasp the thought in every shade of its meaning, and the power to give correct oral expression to the thought, then



the opportunity for making it a good lesson in thinking has been lost, and the exercise degenerates into a lesson in recognition of word faces, and the pronunciation of their names.

In the introduction to the splendid little book entitled "How to Teach Reading in the Public Schools," written by S. H. Clark of the Chicago University, he makes this statement.

"No one who has examined the reading in our schools can fail to be impressed, not so much with the absence of expressive power, as with the absence of mental grasp. We are so anxious to get on that we are content with skimming the surface, and do not take time to get beneath it. Careless of all the future, we are too prone to push the pupil along, ignoring the simplest and most evident of psychological laws that thought comes by thinking, and thinking takes time."

Though this note of warning was sounded eight years ago by one of the most eminent men in his profession, yet so far as I have been able to observe a large percentage of the schools are swinging around the same old circle, or are describing new ones, just as limited in area. How many readers and teachers of expression would present a masterpiece to an audience without having spent hours and hours in mental preparation for the task? Not one! And yet this is what we expect our pupils in the

elementary school to do. The preparation is indeed a "lick and a promise." and we command them to read, and after the allotted time of torture, close our books with the mental observation, that these are certainly the duller pupils ever gathered together in one class.

We need more time and less material. Time to teach the pupils more than the mere recognition of form. Let us have time to teach him how to get that which has made form possible. This accomplished, and the skillful teacher will be able to get the best expression which the pupil is capable of giving. I say *skillful* teacher, for it is at this point in the development of the lesson that the ship of reading often crashes against the rocks, and becomes a helpless drifting wreck.

"Oh I can prepare a reading lesson," said a teacher the other day. "I believe I am intelligent enough to analyze every selection in our reader, but sometimes I doubt whether my standard of judgment in the matter of oral expression is the correct one or not. Things sound good or bad to me, but I cannot always give a reason for my opinion."

Does not that statement suggest a way into the very heart of the difficulty? Thousands of teachers will give this same testimony. They have the ability to make a literary analysis, but grope in the dark when oral expression is attempted. This is one phase of the

teacher's education which has been neglected. It was thought unnecessary by some. Others have pushed into the profession without the opportunity to pursue the study, and finding so many in the rank who have never given any attention to the art of expression, and who are recognized as successful teachers, they come to the conclusion that it is really not so important after all, and are contented to accept indifferent results with the consoling thought that "It's just as good as others are doing."

Let us insist that students who are preparing to enter the profession of teaching, take training in the art of oral expression. But what shall we do for the thousands who are already in the profession groping their way in the darkness of doubt and uncertainty? There seems to me but one sure way to relieve the unfortunate condition quickly, and that is by special supervision of the reading.

A competent supervisor, one who thoroughly understands his business could revolutionize the reading in a very few years. Not only would the pupil be directly benefited by skilled supervision, but the teacher as well. Witness, if you will, the splendid results which are obtained in the departments of Drawing and Music and reflect for a moment upon the cause.

Very few grade teachers have ever had the opportunity for special training in these arts, and yet these

same teachers are able to get marvelous results. Especially is this true of the Drawing, and the cause can be directly traced to the splendid work of the Special Teacher. These enthusiastic supervisors have brought into our schools an atmosphere of their arts. From them the untrained teacher has learned to appreciate keenly the beauty of form, the blending of color, and the harmony of sound. A correct standard of judgment has been established, and as a consequence the pupil receives the benefit of intelligent direction.

This plan of special supervision will cost thousands of dollars annually, but that should not be a serious objection. The people are willing to stand the expense if it can be shown that they are getting value received for their money. Immense sums are spent each year for special supervision of Music and Drawing and I would not urge that one cent less be spent for this purpose. I am in close sympathy with the teaching of Music and Drawing in the public schools, and I rejoice to know that the elementary training in both arts is being carefully supervised by hundreds of men and women who have given their best thought to their special lines.

But it is a source of deep regret that Reading, which is vastly more important than either Music or Drawing in the education of our youth, is thought by many to be unworthy of skilled supervision.

Recently a superintendent said to me, "Oh yes, we have elocution in our High School," and when I asked him if his teacher supervised the Reading in the elementary schools, he replied, "No I have not deemed it necessary." And I thought here is another educational architect, building his house upon the sands instead of the solid foundation of careful elementary training. The elementary school, it seems to me, is the place where this foundation work should be done. It is true that our work should deal with the *why* in a very simple way, but under skillful supervision we could at least teach much of the *how* and thus awaken in the pupil an eager desire to pursue the study of expression and literary interpretation when he reaches the High School and College.

In this age of organization, men and women in all walks of life are called upon to read and speak to their associates. Does it not sometimes bring the blush of shame to the cheek of a conscientious teacher, when he hears his pupil who has been graduated from our public schools, attempt, to read even a

short paragraph of some kind before an assemblage of his friends? Who is to blame? Certainly not the pupil in most instances. His training is responsible, and we who direct his education must share with him the humiliation of his failure. I think I am safe in saying, that there is not a teacher of expression who has ever trained High School or College graduates for commencement, who will not testify that a very large per cent of the students who come for training, are unable to read their own orations acceptably unless they have had special work in this line.

Think of it, fifteen or sixteen years spent in school, and yet the student does not read satisfactorily. It is my opinion that something should be done to improve present conditions. Let us search in the rubbish of the quarries of Education for this stone which the builders have rejected. Let us give it the prominent place which it should have in our educational foundation. Let us spread about it the cement of intelligence and sympathy. Let us then build upon it. Build and fear not.

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## THE EMOTIONAL LIFE AND HEALTH.

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BY DR. T. S. LOWDEN, CLARK UNIVERSITY, WORCESTER, MASS.

The emotional life is deep-seated and one of the best parts of our nature. It is far-reaching in its in-

fluence, being intimately connected with health and life, moral and religion.

The emotional life properly cultivated brings a round of many-sided, perennial joys, intellectual, aesthetical, ethical, social and religious and has an immediate bearing upon the physical welfare and the life-tone. Man is, by the philosopher, regarded as essentially an intellectual being, but he is none the less an affective creature. The intellect, could it be conceived as wholly isolated in itself, would necessarily be cold, formal, logical, but accomplishing little in the practical world. Luckily real effective thought and thinking goes out by way of the affective life, into action. So thereby there is something doing, something done. There is need of theory, but there must be practice. The former should be the ground for the latter; the latter the emanation, the fruit of the former.

Pain is a blessing to man, being a powerful deterrent and monitor negatively pointing out the lines of development and by contrast heightening the pleasurable feelings and therefore is instrumental in building up the pleasure capacity. But health is not pain, neither is it necessarily obtained through pain. Health means pleasure, that is, the well-being feeling. The bodily tone defines the degree of health. Féré says, "His experiments agree perfectly in showing that pleasurable sensations are accompanied by an increase of energy and disagreeable ones by a diminution." The

feelings of strength, buoyancy, the desire to do, are pleasurable and spring from health. The feelings of impotence, obstruction, negative of the expansive movement are painful and mean ill-health

Fear may be normal or morbid and, like pain, may be useful or detrimental. There is fear that is consuming; there is fear that is life-giving. The "fear of God" comes under the latter; likewise Byron's "freshening sea" and the terror of the breakers as being a "pleasure fear." All have felt the uplift of the passing storm, the mountain heights, down-pouring, thundering cataract, broad expanse of open-sky. Virgil often speaks of the effect fear has in its detrimental influence on the body, — "paralyzing the limbs," "sending cold tremor into the lowest bone (marrow)," "the hair on end," "cold perspiration rushing out," "the voice sticking in the throat;" violent trembling, pallor on the cheek, disturbance of heart action, respiration, undue peristaltic movement, contraction of the bladder and glandular organs disturbed, all speak the evil influence of uncontrolled and ungrounded fear. The fear that comes to dominate a life, becomes a possession that is most detrimental. It is the bane of physician and surgeon, the vulnerable point for quackery. We need to fear, but we should fear aright. Our fears should have a ground. Says Stanley Hall. "The intensity

of many fears, especially in youth, is out of all proportion to the exciting cause," and just here lies the great danger of fears, so many of which are morbid.

There is always a strong tendency in anger to get beyond control of the individual and it then results in great evil to the organism and health. Violent anger generates ptomaines in the blood. All dread the bite of a furious animal because of the toxic poisons present at these times. In anger the human bite is poisonous. Mothers in a rage have poisoned, through their milk, the sucking child. If one expresses his anger, the angrier he becomes. I have noticed, as doubtless other teachers and parents have done, that in punishing a child with the rod, each blow tends to call forth another more intense, especially when he who punishes is greatly exasperated and has himself not under control. Reason here must inhibit. On the other hand if anger is allowed to rise and is then expressed it expends its force upon the glands and disturbs their functions. Ribot says: "I note among others, one accurately observed point: the suffering which one inflicts on one's self such as biting one's hands or gnawing one's nails; the destructive tendency when repressed, expands itself internally, at the cost of the envious man." I know persons whom a flurry of anger incapacitates for work hours after it. I call to mind a robust man

whose anger was always followed with a bilious attack. I am acquainted with another, who ordinarily is not susceptible to taking cold, does so on the slightest exposure after he has been agitated through anger.

I need not here dwell upon the evil influence of worry on the health as I did so in an article, "The Teacher's Health," in the September MONTHLY. But let it be said, that though fear and anger have a utility, when properly grounded and controlled, worry has none. Worry is an open enemy to well-being, efficiency and happiness. This does not mean that teacher and parent shall not feel responsibility. This is surely needed. But when one has done the best, the very best his mind and body will allow, what more can he do? Why should he worry? His power of doing what he can is only then consumed by it, his life "strangled," reduced in its efficiency. I know well a man who by nature has a stalwart frame, a fine mind; has had strong university training, but through a few disappointments he has allowed himself to get into the "groove of worry." He has been in this "awful" groove two years and the result is a shrunken, stooped body, pallid face, almost a neurasthenic condition of nerves, nearly a mental obsession. He said to me just a few days since, "I've gotten beyond the point of any enjoyment in life." This to me seems awful, and

especially so with a man of such splendid physical, mental and moral proportions as has this man. His sole salvation lies in being bodily lifted out of the groove in which he lives and labors.

Worry makes an open door-way direct to pessimism, insanity and suicide. The will to live is the oldest and most deep-seated part of our being. This spirit manifests itself everywhere, from lowest plant to highest animal form; in the ooze of the deep sea-depths, on inhospitable mountain heights; in frozen zones and boiling geysers; in earth, air and water. The shrub hanging from barren cliff gnarls root and branch for the struggle. The beech when girdled is three years in dying and in the final throes puts forth a hundred young. The hyacinth mother-bulb, wounded mortally, perpetuates her life in a dozen bulblets. The fern leaf throws off its millions of spores. A yeast-germ, had it opportunity, would multiply to the size of the earth in a fortnight. Some bacterial forms

would in the same time fill the oceans were their waters the proper nutrient broth. A star-fish can lay thirty-nine millions of eggs in a day; an oyster eighty billions in its lifecourse; a common toad ten thousand; a queen honey-bee five thousand eggs in a day. This is Nature's way of immortalizing herself. Suicide, then, is thwarting Nature and he who does it must be regarded temporarily or permanently insane. The truly sane never suicide. In our civilization, even one's honor at stake, no matter how fallen, rationality insists upon preserving the life making it efficient and happy. Insanity is disease, ill-health. Suicide falls into the same category. The suicide of the stoic Zeno, Cleanthus and many great Stoics shows to what straits an intensely subjective life may bring the best mankind. Man's welfare can not lie in sheer independence and total indifference to the world in which he lives, the people in it and his own nature.

(To be continued.)

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## ON TEACHING HISTORY.

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BY DR. H. W. ELSON, OHIO UNIVERSITY, ATHENS.

"How can I interest my classes in history?" is a question often asked me by teachers at institutes and in other educational circles. To this question there is one answer

that applies in nearly every case: First interest yourself in the subject. It is evident that no one can successfully teach any subject in which he has not himself a gen-

uine, living interest; and it is equally true that any who loves the study of history can make the subject interesting to a class. If there are any exceptions to this rule they are of the rare few who are wanting in tact or attraction of personality and who should devote their lives to some other calling.

Indeed, it may safely be said that history is the vitally interesting subject that we teach in the schools. Why? Because it is so full of human interest. We are all interested in humanity more than in anything else, and history is but a record of humanity in an age preceding our own. Our interest in our own human kind is natural. In such a subject any normal child can easily be interested, on the one condition—that the subject is presented in a life like form.

If there is any subject that we teach in the schools aside from literature, which ought to be a life-long study, it is history. We may drop many of our school studies when we leave school; but no intelligent person can afford to drop history. In many walks of life we may, on finishing our school days, give up the further study of geology, of botany, of the higher mathematics, and the like; but any one who ceases to be a reader of history ceases to be an intelligent citizen.

How important then to teach history in such a way as to lead the

pupil to love the subject, in order that he become a life long reader of history. The next question of the teacher is: How then can I interest myself in history, that I may become efficient in teaching it? This question is not so easy to answer, as much depends on one's temperament, habits and environment. However, one thing can be said that will apply to all. You must read history extensively; you must read far beyond the bounds of the text book. Our school histories are so condensed that the life of the subject is squeezed out of them. No teacher can become truly interested in the subject of history if he confines himself to the narrow limits of the school texts. The text book, if skillfully written, is very useful and is necessary to the school room, except, perhaps, in the lower grades. It furnishes the skeleton; but the inspiration of a teacher is needed to clothe it with flesh and give it the breath of life.

The teacher must know much more than the text book gives, and such knowledge is acquired by reading general and special works on history, biographies and the like. No teacher is competent to teach history who does not read beyond the text books. If you were reading a work of fiction and found that as soon as a character became interesting it was dropped from the story, you would probably be disgusted. Such is our school histories, and necessarily so because of

their condensed character. Take, for example, William Penn. The text books may give half a page or less about him, and if you read nothing more of his life, he will never be to you a living character.

But suppose you do know a great deal more and relate to your pupils the romantic story of Penn's life—how he was sent to Oxford as a boy, was converted to the newly-founded sect of Quakers, and not only refused to wear the regulation robe, but aided in tearing the robes from the backs of other students and for this was expelled from college, and was beaten by his father—how he was thrust into the gay life of Paris in the hope that it would prove a cure for his religious fanaticism, and how on his return to England he was reconverted to Quakerism and was fined and imprisoned repeatedly for preaching in the streets of London. These and many other facts in the life of this great colony-builder would greatly interest the class of young pupils, even if the brief notice in the textbook does not.

In the lower grades the teaching of history should be saturated with personal sketches of the leading characters, even if this is done at the expense of leaving unmentioned many minor characters. By this plan the human interest is kept awake, and the sympathies of the pupils are brought into play—a thing that cannot be applied to the cold calculations of mathe-

matics and other sciences. This human interest, let me say again, is of very great importance in the teaching of history. You bring in tragedy and romance and indeed every phase of human passion. I do not mean that a teacher should ordinarily appeal to the sympathies of the child in teaching history or any other subject, but on occasion this may be done with good effect. Again, it is sometimes a good plan to introduce a subject in an odd, unusual way. For example, when studying the Civil War you ask, When did a little English girl who never saw America become a means of saving a score or more of American lives? No one can tell, perhaps, but every child is eager to have you tell. It was in 1864; the Kearsage and Alabama were about to engage in their death duel off the coast of France. An English gentleman was cruising near in his yacht with his family. Undecided whether to wait to witness the battle, he left the matter to his little girl and she decided that she would like to hear the cannon and see the smoke. They remained, and when the Alabama was about to sink to the bottom of the sea, the Englishman picked up at least a score of her crew who otherwise would have been lost. By introducing the subject in this form you win the attention of every child, after which it is not difficult to lead them into matters of greater importance.

In teaching the higher classes



the personal, or biographical element need not be kept so much in the forefront. The work may now take on less of the story form, that is, the personal story. The pupils are now ready to grasp that greater story—the story of the nation—and the thread of this should never be lost sight of. The teacher may and should make digressions in many directions; but the great story of the development of the nation should at all times be kept in view. And if one gets into the true spirit of it the story is grandly interesting.

At first glance it might seem that the history of the United States, from its mere newness, must be less fascinating than that of the older countries, and it is true that the stories of royal dynasties, of orders of nobility, of ancient castles, are wanting in American history. But we have much to compensate for all this. We have not only the story of the marvelous development, the unprecedented growth of a vast people and their institutions; we have also the personal history of the barefoot boy, born among the lowly, but untrammelled by the iron fetters of caste, rising by the force of his own genius to the highest rank in the political, the military, or industrial world. Among the greatest of our statesmen, our commanders of armies, our captains of industry, the great majority have risen from the commonest walks of life; and who

can write fiction so fascinating as to compare with the story of such a life?

Again, American history presents one absorbingly interesting feature that is wholly unique in modern annals—the removal of an ancient race that another race might be transplanted to the soil. Behold the wild man of the forest in his native haunts. See him chase the deer and the buffalo and strive with his enemy in battle. His life is full of tragedy and romance, of rivalry, of hatred, and of love. See him in the vast solitudes of the crude surroundings of his home; hear his rude song resound from hill to hill. Now behold a stronger race coming from afar, and the long warfare between Civilization and Barbarism begins. The wild man at length must yield or flee before the forces of modern life, or he must die. It is the decree of Providence, for he is a curber of the ground.

Now comes the pioneer with his ax, his cattle, and his plow; the development of the continent begins. The New World becomes the home of the oppressed from every land. Cities rise where the forest waved over the wild man's home, and the hills and valleys resound with the teeming life of an industrious and ambitious people. Nearly two hundred years pass, when they rise and win their freedom from political bondage. Now are laid the foundations of a

mighty nation, and the people grapple with the greatest problem of all—the problem of self-government. The new nation has a thorny road for many years, but it toils upward, surmounts every obstacle and increases more and more. Three quarters of a century pass. The nation has grown great. But, alas! there is internal strife that now breaks forth into dreadful war. The nation's life trembles in the balance—but it is saved, and the nation is born again. It rises from civil conflict with youth renewed and stronger than before; and the men that strove together become friends and brethren. Now begins the latest scene of the wonderful panorama—an industrial development which has no parallel in the world's history. In the space of forty years the youthful nation shoots ahead of all its rivals as a

financial and military power, in commercial, manufacturing, and agricultural industries, and is second to none in its standard of civilization. Such is the United States of America at the dawn of the twentieth century.

How can any one fail to be interested in such a narrative? The teacher of the grammar school grades or in the high school will find it far more difficult to interest a class in governmental affairs than in the customs and habits of the people, in military campaigns, etc. A wise teacher will make the best of this fact, and while using great care that the work is not merely surface work, will not plunge into deep governmental problems for which young minds are not prepared, and which are suitable only for college and university classes.

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### SOME THOUGHTS AND SUGGESTIONS FOR THANKSGIVING.

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The Prelude to Thanksgiving programs for schools always contains much about the teacher's frame of mind, oftentimes a good deal of "gush;" but it is true that one must get into the spirit of Thanksgiving in order to do for the children what we should do.

Perhaps it is impossible to be in a hilariously happy and thoughtful

mood, not being a Mrs. Wiggs, but we all can be members of the club having for its motto "Thankful it is no worse." We can feel with Izaak Walton that "every misery that I miss is a new mercy, and therefore let us be thankful."

The school program should emphasize the truly American idea of this anniversary. It should be

made not only a harvest, a nature festival, but a commemoration of "The First Thanksgiving."

Children should be encouraged to attend church services on Thanksgiving morning. Perhaps not so much for present good, but because in mature life, in after years, "all connected with childhood and youth is idealized," and the memories of these services will be safeguards and uplifting influences.

To be sure it *is* a feast, therefore eat, drink and be merry; a holiday, therefore let there be recreation and games, for so they did that first Thanksgiving,—had their outdoor sports, as we have our football. But over and above all, there must be brought out the real spirit and import of the day.

It should be a cause for shame to teachers when children who have been in school a year or two even answer "turkey," "football" or in some such senseless words when asked what the day means.

The real work is all done before the public exercises are given. This program, especially in primary grades, should be the culmination of a series of nature lessons talks, and history stories. Get the historical facts from the best authorities.

For suggestions for preparatory work in lower grades, the chapter on November in "When We First Go to School," by Helen Beckwith, is good.

Helpful books to read to younger children are "Stories of Colonial Children," by Maria L. Pratt; "Pilgrims and Puritans," by Nina Moore; the Thanksgiving story in *The Story Hour*, by Kate Douglas Wiggin. For the older children, "Standish of Standish," by Jane Austen, and all the books on this subject by Alice Morse Earle.

Our Thanksgiving being a purely American holiday, we must look to our American poets, especially the New England poets, for the best and most appropriate material for readings and recitations. Whittier's "The Huskers," "The Corn Song," "The Pumpkin," "For an Autumn Festival," should be used every year. From Longfellow, selections from "Miles Standish" and from "Hiawatha."

A commemorative exercise, like history, must repeat itself. And when a teacher, desirous of something new, burdens children's memories with stanzas of "An Exercise for Thanksgiving," inane rhymed versions of the story, she makes a mistake. The *new* element each time is the children.

'Tis true that

"A little nonsense now and then  
Is relished by the wisest men,"

and some humorous poems can be found sometimes that add the bit of spice to a program. Let there be much music. For suitable music levy on the music books of all the grades, and on the church

hymnals. Always sing that grand old hymn by Montgomery beginning "The God of Harvest Praise." In the upper grades all should know Kipling's "Recessional," with music by De Koven. Use all the patriotic music you have already learned. In the primary use all the Autumn songs learned with your nature lessons.

Here are two suggestive programs for lower grades:

#### A THANKSGIVING PROGRAM.

School recite the 24th Psalm.

Song: Father, We Thank Thee.

Concert Recitation.

"Now sing we a song for the harvest,

Thanksgiving and honor and praise  
For all that the bountiful Giver  
Hath given to gladden our days;  
For grasses of upland and lowland,  
For fruits of the garden and field,  
For gold that the mine and the  
prairie

To deliver and husbandman yield.

And thanks for the harvest of  
beauty,

For that which the hands cannot  
hold,

The harvest eyes only can gather  
And only our hearts can enfold.

We reap it on mountain and moor-  
land,

We gleam it from meadow and  
lea,

We garner it from the cloudland,

We bind it in sheaves from the  
sea."

Solo: Can a Little Child Like  
Me Thank the Father Fittingly?

(Chorus by School.)

Recitation: Margaret Sangster's  
Thanksgiving Song. (This may be  
"sliced" and used as an exercise  
for several children.)

Song: November. Charles E.  
Boyd (Primary Education, 1905).

The Pilgrim Story. (A series of  
short original compositions.)

1. The Puritans and the King.
2. About Holland.
3. The Voyage.
4. The New Land.

Concert Rec.: The Landing of  
the Pilgrims. Mrs. Hemans.

Recitation: The First Thanks-  
giving. Hezekiah Butterworth.

Double Quartet: November.

Lullaby, Charles E. Boyd.

Reading: The Flower's Thanks.  
Lyman Abbot, Jones 3rd Reader.

The Legend of Mondamin, from  
Hiawatha. (Sliced recitation).

Concert Recitation:

"When the weather is wet  
We must not fret,  
When the weather is dry  
We must not cry.  
When the weather is cold  
We must not scold.  
When the weather is warm  
We must not storm,  
But be thankful together  
Whatever the weather."

Group of short November poems  
by four children:

1. November. Alice Cary.
2. Sing a Song of Seasons. R.  
L. Stevenson.

3. Jack Frost. Sidney Dayre.
4. November. Frank D. Sherman.

PROGRAM—THANKSGIVING.

1. Song: America.
2. 95th Psalm. Recitation by the school.
3. Reading of President's Proclamation.
4. Selection by the School, We Thank Thee. Ralph W. Emerson.
5. Reading, Pupil: The Pilgrim Fathers, Mara L Pratt's History Stories.
6. Selection (school): The Breaking Waves Dashed High. Mrs. Hemans.
7. Reading (pupil): The First Thanksgiving Day, Maria L. Pratt's History Colonial Stories.
8. Reading (pupil): An Indian Boy, Colonial Stories, Five Little Friends.
9. Song: Thanksgiving. Mrs. Child. Open Sesame.
10. Quotations: By different pupils.
11. Recitation (pupil): Thanksgiving. Margaret Sangster.
12. Song: School.
13. Selection: Whittier's Thanksgiving.

**A VINDICATION OF THE LIMERICK.**

It has been said by ignorant and undiscerning would-be critics that the limerick is not among the classic and best forms of poetry, and indeed, some have gone so far as to say that it is not poetry at all.

A brief consideration of its claims to pre-eminence among recognized forms of verse will soon convince any intelligent reader of its superlative worth and beauty.

As proof of this, let us consider the following limerick, which in the opinion of connoisseurs is the best one ever written:

There was a young lady of Niger,  
Who smiled as she rode on a tiger;  
They came back from the ride  
With the lady inside,  
And the smile on the face of the tiger.

Now let us compare this exquisite bit of real poesy with what might have been if Chaucer had written the lines:

A mayde ther ben, in Niger born and  
bredde;  
Hire merye smyle went neere about hire  
hedde.  
Uponne a beeste shee rood, a tyger gaye,  
And sikerly shee laughen on hire waye.  
Anon, as it bifel bak from the ryde  
Ther came, his sadel hangen doone bi-  
syde,  
The tyger. On his countenaunce the  
whyle  
Ther ben behelde a gladnesse and a  
smyle.

Again, if Austin Dobson had chosen to throw off the thing in triolet form:

She went for a ride,  
That young lady of Niger;  
Her smile was quite wide  
As she went for a ride;  
But she came back inside,  
With the smile on the tiger!  
She went for a ride,  
That young lady of Niger.

Rosetti, with his inability to refrain from refrains, might have turned out something like this:

In Niger dwelt a lady fair,  
 (Bacon and eggs and a bar o' soap!)  
 Who smiled 'neath tangles of her hair,  
 As her steed began his steady lope.  
 (You like this style, I hope.)

On and on they sped and on,  
 (Bacon and eggs and a bar o' soap.)  
 On and on and on and on  
 (You see I've not much scope.)

E'en ere they loped the second mile  
 The tiger gan his mouth to ope;  
 Anon he halted for a while;  
 Then went on with a pleasant smile  
 (Bacon and eggs and a bar o' soap!)

Omar would have looked at the  
 situation philosophically, and would  
 have summed up his views in some  
 such characteristic lines as these:

Why if the Soul can fling the Dust aside  
 And smiling, on a Tiger blithely ride,  
 Were't not a Shame—were't not a  
 Shame for him  
 In stupid Niger tamely to abide?

Strange is it not? that of the Myriads  
 who  
 Before us rode the Sandy Desert  
 through,  
 Not one returns to tell us of the  
 Road.  
 Which to discover we ride smiling too.

We are no other than a moving Row  
 Of magic Niger shapes that come and  
 go  
 Round with the Smile illumined Tiger  
 held  
 In Midnight by the Master of the  
 Show.

Tennyson would have seen a dra-  
 matic opportunity, and would have  
 gloried in the chance, thus:

Half a league, half a league,  
 On the big tiger,  
 Rode with a smiling face  
 The lady of Niger.  
 Mad rushed the noble steed,  
 Smiled she and took no heed;  
 Smiled at the breakneck speed  
 Of the big tiger.

Boldly they plunged and swayed,  
 Fearless and unafraid—  
 Tiger and lovely maid,  
 Fair and beguiling:

Flash'd she her sunny smiles.  
 Flash'd o'er the sunlit miles;  
 Then they rode back, but not —  
 Not the same smiling!

When can their glory fade?  
 O the wild charge they made,  
 Riding from Niger;  
 Honor the ride they made!  
 Honor the smiles displayed,  
 Lady and Tiger.

Kipling, of course, would have  
 seized the theme for a fine and stir-  
 ring Barrack room ballad:

"What is the lady smiling for?"  
 Said Files-on-Parade.  
 "She's going for a tiger ride,"  
 The Color-Sergeant said.  
 "What makes her smile so gay, so  
 gay?"  
 "She likes to go for tiger rides,"  
 The Color-Sergeant said.  
 "For she's riding on the tiger, you can  
 see his stately stride:  
 When they're returning home again,  
 she'll take a place inside;  
 And on the tiger's face will be the  
 smile so bland and wide,  
 But she's ridng on the tiger in the  
 morning."

Browning would have been  
 pleased with the subject and would  
 have done the best he could with  
 it, doubtless along these lines.

(The Tiger speaks:)  
 Since now at length your fate you  
 know,  
 I said, "Then, Dearest, since 'tis so,  
 Since nothing all your smile avails,  
 Since all your life seems meant for  
 fails,  
 Henceforth you ride inside."  
 Who knows what's best? Ah, who can  
 tell?  
 I loved the lady. Therefore—well—  
 I shuddered. Yet it had to be.  
 And so together, I and she,  
 Ride, ride, forever ride.

Swinburne would have spread  
 himself thusly:

O marvellous, mystical maiden,  
With the way of the wind on the wing;  
Low laughter thy lithe lips had laden,  
Thy smile is a Song of the Spring.  
O typical, tropical tiger,  
With wicked and wheedlesome wiles;  
O lovely lost lady of Niger,  
Our Lady of Smiles.

Edgar Allen Poe would have put  
it this way:

See the lady with a smile,  
Sunny smile!  
Hear her gaysome, gleesome giggle as  
she rides around in style!  
How the merry laughter trips  
From her red and rosy lips,  
As she smiles, smiles, smiles, smiles,  
smiles, smiles, smiles,  
While she rides along the dusty, desert  
miles.

See the tiger with a smile,  
Happy smile!  
If such a smile means happiness, he's  
happy quite a pile;  
How contentedly he chuckles as he trots  
along the miles!  
Oh, he doesn't growl or groan  
As he ambles on alone,  
But he smiles, smiles, smiles, smiles,  
smiles, smiles, smiles,  
As he homeward goes along the desert  
miles.

And Longfellow would have  
given it his beautiful and clever  
"Hiawatha" setting:

Oh, the fair and lovely lady;  
Oh, the sweet and winsome lady;  
With a smile of gentle goodness  
Like the lovely Laughing Water.  
Oh, the day the lovely lady  
Went to ride upon a tiger.  
Came the tiger, back returning,  
Homeward through the dusky twilight;  
Ever slower, slower, slower,  
Walked the tiger o'er the landscape;  
Ever wider, wider, wider,  
Spread the smile o'er all his features.

And so, after numerous examples  
and careful consideration of this  
matter, we are led to the conclusion  
that for certain propositions the  
limerick is the best and indeed the

only proper vehicle of expression.  
—CAROLYN WELLS in *Harper's  
Magazine*.

---

#### THE CECIL RHODES SCHOLARSHIP.

The examination for the Rhodes  
Scholarship will be held this year  
in Columbus about the middle of  
January, and the scholarship awar-  
ded by the end of March. It will  
be recalled that these scholarships  
pay fifteen hundred dollars for three  
years. Those who are successful  
will begin their work at Oxford,  
England, next October.

Examination in 1907 will be  
given in the following subjects:

1. Arithmetic—the whole.
2. The elements of algebra  
through simple equations, the  
elements of geometry, including the  
first three books of Euclid's ele-  
ments.
3. Greek and Latin grammar.
4. Translation from English  
into Latin.
5. One Greek and one Latin  
book. Any of the following will  
be accepted as a book: Demos-  
thenes De Corona; Euripides (any  
two of the following plays,) Hec-  
uba, Medea, Alcestis, Bacchae;  
Homer, (1) Iliad, 1-5 or 2-6 or  
(2) Odyssey, 1-5 or 2-6; Plato,  
Apology and Crito; Sophocles,  
Antigone and Ajax; Xenophon,  
Anabasis, 1-4 or 2-5; Caesar, De  
Bello Gallico, 1-4; Cicero (1) Phil-  
lippics 1, 2, or (2) in Catilinam, 1-  
3 and in Verrem Actio 1, or (3) pro

Murena and pro Lege Manilia or (4) de Senectute and de Amicitia; Horace (1) Odes 1-4 or (2) Satires, or (3) Epistles; Livy, Books 1-3; Virgil the Georgics or the Aeneid Books 1-5 or 2-6.

Sets of examination questions used in former years may be ordered from the Oxford University Press, 91 Fifth avenue, New York.

In accordance with the wish of Mr. Rhodes, the trustees desire that "in the election of a student to a scholarship, regard shall be had to (1) his literary and scholastic attainments, (2) his fondness for and success in manly outdoor sports, such as cricket, football and the like, (3) his qualifications of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness and fellowship and (4) his exhibition during school days of moral force of character and instinct to lead and to take an interest in his schoolmates." Mr. Rhodes suggested that (2) and (3) should be decided in any school or college by the vote of fellow-students, and (4) by the head of the school or college.

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#### **AN AUTUMN SUNSET.**

By Maude Smith Pepple, Lyndon.

Silent, hazy golden  
A picture subdued yet bright.  
With just enough of shadow  
To mellow the tints of light.

Distant dim and blending  
In colors of changing hue.  
Here,—a touch of red and gold,  
There,—the Heaven's blue.

Hill and tree and meadow  
In ever changing light;  
Shadows slowly lengthening  
Into the gloom of night.

---

#### **THE SCHOOL-HOUSE BELL OF MY CHILDHOOD.**

By E. S. L. Taylor, Muncie, Ind.

The school-house bell of my childhood!

I dreamed that I heard it rung  
In its clanging, clanging tongue,  
As I trudged on thro' the wildwood,  
Where the ferns and violets  
• sprung!

The school-house bell of my childhood!

It spoke to my secret soul  
And bade me press on to the goal,  
As I trudged swift thro' the wild-  
wood,  
And over me Visions stole!

The school-house bell of my childhood!

O tale of a tender past,  
The lessons that ever last  
The light that loomed thro' the  
wildwood  
From out of His knowledge vast!



# The Ohio Educational Monthly

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## SUBSCRIPTION RATES.

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**THE MONTHLY** is mailed the first week of each month. Any subscriber failing to receive a copy by the fifteenth should give notice promptly, and another will be sent. Any person wishing his address changed should send notice not later than the twenty-fifth of the month, and *must give both the old and the new address.*

**NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES, BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE.**

---

EMERSON says "Men are as lazy as they dare to be" and it is the blessed privilege of each one to give such an interpretation to this as his own experience warrants.

\* \* \*

LEIBNITZ once wrote "Show me a man who has never made a mistake, and I will show you a man who has never done anything." What a comfort!

\* \* \*

A good old lady remarked "You

can't get more out of people, my dear, than there is in them." It is a problem that is fundamental to know just how to get more in them.

\* \* \*

It is all well enough to give attention to the process of broadening one's self but it is quite as well to attend to the matter of extending one's self perpendicularly at the same time.

\* \* \*

THESE boys are lively creatures and we want them to be; so we must be careful not to measure them by our own sedate standards. If they lacked life we'd call them dull.

\* \* \*

FEEL, think, do—this is the order, of course; but it is well to reverse the engine, at times, for doing has a tendency to produce thought and feeling. This rule works both ways.

\* \* \*

SOME of our pupils will become teachers and will incline, possibly, to take us as models. Hence, our mistakes and peculiarities may be transmitted through this channel to future generations.

\* \* \*

No keener joy can come to any living person than the joy that comes to the teacher who is in sympathy with childhood as she sees the children growing beautifully under the genial influence of the school and the home.

LOST opportunities are much the same as the features of a landscape seen from the rear of a railway train. We see them distinctly only when they have passed.

\* \* \*

THE man who hid his talent in the earth was called wicked and slothful and this would seem to justify the claim of at least one philosopher who says it is immoral to do less than our best.

\* \* \*

SAID a man who is not a teacher: "One of the very interesting things that I notice among you school people is that you are all so pleased at the success of other teachers. If one of your number receives a promotion you all seem to feel that you yourselves have been favored."

\* \* \*

HERBERT SPENCER once said "To play a good game of billiards is the mark of a well rounded education; to play too good a game is the mark of an ill spent youth." This statement holds true of other games as well.

\* \* \*

HERE is a statement from George William Curtis that has a great deal of philosophy in it, that applies to us all: "An engine of one cat-power running all the time is more effective than one of forty horse-power, standing idle."

\* \* \*

BEAUTY in the school-room does not mean a great number of pic-

tures. Indeed, too many spoils the effect. On the contrary, it means the right sort of pictures or other decorations so arranged with reference to one another as to produce a harmonious unit. Over-decoration is never in good taste.

\* \* \*

WHAT we really want we get, if we only want it enough. When teachers tell you that they can't afford to subscribe for educational journals they really believe the statement to be true. But, generally it isn't. The real reason is that they don't experience any craving. If they did they would soon find abundant resources.

\* \* \*

ONE of our agents tells of a teacher who criticised the *Monthly* because it "puts the fodder too high in the rack." That's the most complimentary thing that could be said of us. Get a step-ladder, brother, get a step-ladder. Or climb a tree some time and you'll be charmed at what you see and mayhap you will notice that the world is larger than you had thought.

\* \* \*

THE boy thinks the algebra is a very difficult subject and wants to drop it and brings a note from home making the request. The whole trouble is that this boy has been trying to get along with but five or six hours of sleep, losing the hours of "beauty sleep" entirely. Of course algebra is hard in such conditions.

Everything is hard with the possible exception of ice-cream soda and angel food cake.

\* \* \*

A HOSTLER was overheard the other day descanting upon the good order and cleanliness of the barn over which he presides, defying any one to show a barn in better condition. Just as soon as we can get girls and boys, women and men to take that kind of pride in their work, whatever it is, life will be better and happier.

\* \* \*

It is well to read or tell stories to the children but these stories ought to be selected beforehand with great care and then read or told in the best manner possible. The teacher who reads a good story well has done much for the children aside from the lesson in the story. After the reading or telling there should be no drawing of moral lessons. The children will do that.

\* \* \*

If a group of teachers in the country would meet once a week and go over the examination questions of the previous month, working out the answers together, comparing and correcting as they go along more real profit would come to them than will come from any amount of reading of the answers given by others.

\* \* \*

QUITE a number of enterprising superintendents over the state have

sent in lists of subscribers to the *Monthly* from among their own teachers recently and we are grateful for his mark of approval. These men feel that if their teachers keep pace with educational movements in Ohio they will be better fitted to teach in the schools of Ohio.

\* \* \*

PROF. WILLIAM JAMES says: "Keep the faculty of effort alive in you by a little gratuitous exercise every day. That is, be systematically ascetic or heroic in little unnecessary points; do every day or two something for no other reason than that you would rather not do it; so that, when the hour of dire need draws nigh it may find you not unnerved and untrained to stand the test."

\* \* \*

WHEN one ascends a mountain and drinks in the full meaning of the splendid panorama that stretches out into space around him he has undergone a transformation and never can be again what he was before. He has attained to a bigness that he knew nothing of before. This mountain may be either literal or figurative. It may be a book. Many a person has been transformed by reading a single great book, one that led him into a new world of thought and feeling.

\* \* \*

THERE are many teachers in Ohio who are occupying better positions than they did a year ago and many others who are getting better

salaries. All these will find occasion to be thankful that their work in the past merited the confidence of their friends and that public sentiment is more kindly disposed to the schools than ever before. Indeed, as a body of workers, we all have great occasion for thanksgiving in that our professional sky is brightening and that our work is looked upon with greater favor by the world at large.

\* \* \*

PRESIDENT HYDE of Bowdoin College puts it in this way: The wise teacher will say to himself, "I must know the lessons I teach. I must do some reading outside. I must take an interest in my individual scholars. I must keep myself strong and happy and well. These are essential, and for the sake of these things I stand ready to sacrifice all mere red tape. I stand ready to be misunderstood by good people who know nothing of the strain I am under. I stand ready to shrink and to slight minor matters when it is necessary to do so in order to do the main things well."

\* \* \*

PRESIDENT ROOSEVELT's pregnant sentence "No government can help that man who is always sitting down" applies to teachers as well as other people. This is only another way of saying that people must be energetic in order to get on. Our Latin friends will readily recall the passage in the sixth book

of the Aeneid, *sedet acternumque sedebit infelix Theseus*, which describes one method of eternal punishment. However, it is to be assumed that there will be some other method employed for those who spend the present life in sitting. Here's a good place for a moral. But what's the use? The sinner would never see it and the others don't need it.

\* \* \*

A SCHOOL is known by its spirit more than its scholarship. Indeed, if the spirit of the school is right the scholarship will come as a natural sequence. It is never easy to define what is meant by the spirit of the school but the visitor is conscious of it almost at once. Freedom without license, naturalness, exuberance within proper bounds good fellowship, these are some of the indications that the spirit is right. Given a school in which this spirit obtains and work will be so much the rule that discipline is reduced to the minimum. Moreover, the work will be joyous both to teacher and pupils, and when this is the case the work is well done.

\* \* \*

THE articles from the pen of Dr. T. S. Lowden that have been appearing in the *Monthly* are valuable contributions and are worthy of more than one careful reading, and we are glad to know that in many quarters they are receiving the attention and commendation

that they so richly deserve. They are the ripe fruitage of wide experience coupled with scholarly investigation and are set forth in a style at once pleasing and clear. We congratulate the teachers of Ohio in having access to these articles and the series is worth far more to any teacher than the cost of the *Monthly* for an entire year.

\* \* \*

THE promotion of Supt. E. D. Lyon of Madisonville to the principalship of Woodward High School, Cincinnati shows large for Supt. Lyon and Supt. Dyer, and illustrates very forcibly what the *Monthly* has often said to the effect that it pays for any teacher to make a favorable impression upon those who are round about him. Supt. Lyon is one of the earnest professional workers of Ohio and Supt. Dyer recognized this fact at the first opportunity. As the wide-awake head of a great system of schools Supt. Dyer needs wide-awake people to help execute his plans. Hence, the election of Supt. Lyon.

\* \* \*

SAID a County Examiner "It is surprising and humiliating to see, from answers at the examinations, that many Ohio teachers do not read any magazines or papers, and do not read a book from year's end to year's end." There are those in the teaching business (not profession in such cases) who do only so

much as they are compelled to do, and our system of examinations permits the conditions to which the examiner refers. Some way ought to be devised by which it might be determined whether applicants are really alive, professionally, before certificates are granted.

\* \* \*

LAST year the schools of Batavia had a most interesting exercise at Thanksgiving time, and the entire community entered into the spirit of the occasion with much zest. Articles were loaned to the school which showed the improvements of the present over the past. Heirlooms came to school which the owners themselves had almost forgotten. By comparison and contrast the pupils saw at once how crude were many of the household utensils that their forebears had to make shift with. Incidentally, many lessons in history were taught, and, incidentally also, the people were roused to an unusual degree of interest in their schools, including teachers and pupils.

\* \* \*

THE *Ohio Magazine* which made its debut a few months ago has already abundantly proved its warrant for generous recognition, as well as the fact that it has a mission and that an important one. The editor, Webster P. Huntington, is a practical newspaper man and a writer of much ability. The promoters are men of wide experi-

ence and high standing in Ohio. The time is ripe for a magazine that will worthily represent Ohio in her traditions, her historical associations, and her literary achievements and aspirations, and the *Ohio Magazine* is, therefore, most opportune. We commend it to Buckeyes all over our land.

\* \* \*

CAPT. E. S. WILSON was for several years a member of the board of education at Ironton. Later on he was United States Marshal in Porto Rico and now he is back in Ohio. He has large conceptions of things about him, looks at things in a large way, and is optimistic enough to believe that today is better than yesterday with faith to believe that the right sort of work will make tomorrow still better than today. Hence it is that his presence in the editorial chair of the *Ohio State Journal* is a real boon to Ohio in all matters that look toward making the conditions of life better and brighter. The homes, the schools, and communities at large are all the beneficiaries of his presence and his work.

\* \* \*

ON Thanksgiving morning it might be well for each of us to sit down and write out a creed for the day. Here is a sample: I am thankful that I have work to do and joy in the doing; that I am not beset with the temptations that must come to those who need not work;

that I enjoy reading good books and can have a good day without an automobile; that I enjoy the society of cultivated people and that I find them all about me; that I know the joy that comes from helping others; that people are kind enough to make allowance for my short-comings; that the farmer, the merchant, the railroad man, and so many others have provided food and clothing; that the Bible is open and the flag unfurled.

\* \* \*

IN those halcyon days that are yet to come we shall not wear ourselves to shreds over marks, grades, per cents, and the like hair-splitting exercises and so shall have more time for teaching school. As it is now we emphasize these minor matters so much that the children come to think that school is a place for the acquisition of marks and that education is of secondary importance. Some day we shall be wise enough to state that the boy has done work of such a quality that he is entitled to promotion and then go on with our teaching and not bother about so many sevenths or tenths. All this question of grades should be made as little of as possible in our educational processes.

\* \* \*

It is pleasant to note that writers on psychology and pedagogy are coming down out of the clouds somewhat and now have something

of an inclination to dwell among men. Time was when they expected our mouths to water at the sight of a turkey track. But now they are coming to realize that only that delightful aroma that steals from the oven out through the kitchen door can excite our salivary glands. The abstract, especially if it be abstruse as it is apt to be, appeals only to the favored few and we common mortals are glad of the change that has come over these writers. We are glad to have such a book as "Rational Living" to guide our erring foot-steps in the way of truth.

\* \* \*

THE school board that contracted with teachers for eight months and then had the teachers agree in writing to give up their contracts at the end of six months did not only an unlawful thing but also one that was unpatriotic and altogether unworthy of men who have been elected to look after the best interests of the schools. We can not see how men can square such conduct with their oath of office. They would probably condemn men who would accept rebates from railroads because of the violation of the spirit of the law. But in their own action they have done the same thing, taking advantage of the teachers and taking bread from the mouths of the children. ●

\* \* \*

THE fragrant summer winds have sped away to the south-land.

In their flight they kissed the golden-rod and then the maple leaves into golden splendor. Now these have lost their tints of gold and are clad in mourning for the summer that is gone. But the pumpkin pie remains. This is the golden treasury of summer sunshine, of singing birds, of blushing flowers, of twinkling raindrops. Through the golden funnel of blossom the summer poured its heart all gold. In the crust are the cadences of waving fields of golden grain; the aureate succulence is the magic spell of the summer-tide; and the spices waft the perfumed breath of the tropics. There is poetry in pumpkin pie. Nay, pumpkin pie is poetry.

\* \* \*

THROUGH the courtesy of the publishers, Ginn & Company, of Boston we are permitted to republish in this number of the *Monthly* ten of the cuts that adorn the pages of "Among Country Schools" written by Supt. O. J. Kern, of the Winnebago County, Ill., schools. This book should be in every country school-house for it is destined to have a most wholesome influence in making better the conditions of county schools. The titles of the pictures to which we refer are "School Building at Kingsville," "A Model for a Country School," "The New Way in Ohio," "A new School-house with Trees," "Another Model for a Country School," "Pleasant to

Look upon," "A Real Playground," "A Subject for Consideration at the Farmers' Institute," "Treatment of Outbuildings," "Old School-house, No. 2, at Williamsburg, North Carolina."

\* \* \*

TEACHERS as well as other people need to present a bold resistance to the inclination to get something for nothing. We must pay our way as we go and pay the cash if we would have that feeling of independent manhood and womanhood that forms one chief equipment for our work. Neither sycophancy nor mendicancy can add any strength to our armor. It is this spirit of independence that will do much to correct the notion that teaching school is a sinecure, a refuge for incompetence. The minister who tolerates donation parties manifests a weakness that will crop out in his sermons and his daily life. We need to stand four-square in such matters if we would inspire the boys and girls.

\* \* \*

GRANDMOTHER used to tell us that she heard her grandfather tell of the custom in olden times of keeping children in after school and compelling them to write the words of the spelling lesson twenty or forty times as a punishment for some childish prank. What unwise teachers they must have had back there in the twilight of school-teaching! How thankful the children ought to be that they live

in these times of enlightenment where such methods of immolating childhood are unknown. No wonder that the children back in those dark ages actually hated their spelling lessons after such experience. Let the children rejoice that the modern teacher is too wise, too sane, and too kind to resort to methods of torture.

\* \* \*

IN his very fertile book entitled "The College Man and the College Woman" President Hyde says "For nearly twenty years I have had to employ teachers every year, and to recommend teachers to others. I have seen many succeed, and some fail. But I have never seen a success that could be accounted for by scholarship and training alone. I have never seen a failure that I could not account for on other grounds. What is it, then, that makes one teacher popular, successful, wanted in a dozen different places; and another equally well trained, equally experienced, a dismal failure where he is and wanted nowhere else? The one word that covers all the qualities is personality; that is the thing all wise employes of teachers seek to secure above all else."

\* \* \*

THE superintendent or principal who inclines to frequent teachers' meetings should consider well before hand whether "the game is worth the candle." He should realize that a prolonged meeting at the



close of the day's work when the teachers are tired must have for its object something of unusual interest to make it seem worth while to them. They are in no condition to listen complacently to pedagogical platitudes that they have known from professional infancy or to minor matters of detail that could be suggested casually throughout the day. When the physical machinery is run down it is an ungracious task to wind it up for a meeting to consider mere commonplace affairs.

\* \* \*

It should be repeated with some frequency that, as Prof. Dewey says, "school is not a preparation for life; school is life itself." We go on in our work trying to impress upon the boys and girls that they are getting ready to do things instead of emphasizing the fact that they are doing things today. The boy who cleans the black-board and does it right, finding pleasure in doing it right, is doing something that is worth the doing and he should be made to feel that he is. If we can get people to look after today we need not have any great anxiety about tomorrow. The school-room is not a vestibule. It is the palace itself and this conception of it lends dignity to the work and begets greater efficiency as well as greater joy.

\* \* \*

WE need to "take stock" now and then and there is no better time

than this month of November. The real philosopher in this mundane sphere always considers how much worse conditions might be. We might be getting less salary and teaching for fewer months; we might be doing our own janitor work; we might be in a school-house far more dilapidated than the one we occupy; we might have absolutely no apparatus; our pupils might be far more troublesome than they are; the people might criticise us even more severely than they do; there might be no educational journals published in Ohio to help us in our work and give us the benefit of others' experience; there might be no reading circle in Ohio. We are certainly pretty well off, after all, and some giving of thanks will not be amiss.

\* \* \*

HE can be found in the high school. He attends more carefully the outside than the inside of his head; he wears an emotional red necktie, kid gloves, and peek-a-boo hosiery; he carries a mirror in his pocket; he regards himself as a continuous social performance; and he wonders how he can best "strike the governor" for a full dress suit. True, appearances are against him just now, but let no one despair. He must pass through this stage somewhere, and there is no better place than the school. He'll become oriented in time; he'll get his bearings in good season unless he becomes still further bewildered by

the unwisdom of parent or teacher. He has good in him. All he needs now is time and friends about him who are kind and patient.

\* \* \*

If you should happen to overhear a teacher complaining of the dullness, or the degeneracy, or the insolence, or the boorishness, or the laziness of his pupils you can very readily report upon the qualifications of that teacher. If the teacher thinks the pupils in his school are about right, then you may reasonably infer that the pupils have the same opinion of the teacher and that he deserves it. Children are responsive people and, as a rule, they respond in kind. "Men do not gather grapes of thorns or figs of thistles" in the school-room any more than in the world at large. "As is the teacher, so is the school" has its proof in every school-room in the land. A kindly, sympathetic, generous, fair teacher will be found to have a good school of good pupils.

\* \* \*

EVERY country school can have a Thanksgiving exercise, for nowhere else can there be found such an abundance of material. This exercise can be made thoroughly interesting to the whole district. Samples of farm and garden products can be brought in to show the bounty of nature, and at the close of the day all these can be taken to some neighbor who is sick or needy. Vegetables, fruits, flow-

ers can be had in abundance. The literary features will naturally have to do with these products. The older pupils can go a step in advance and exhibit their skill in preparing these products for the table. The girl who brings in a pie of golden pumpkin, of her own making, ought to be given a front seat. The day can be made a real Thanksgiving, and it is well worth the best efforts of the teacher.

\* \* \*

If there are difficulties in the lesson for tomorrow they should all be very carefully explained today. Then the boy will find his homework a delight, will complete it in far less time, and will have more hours for play. Besides, he will be glad to have the recitation come tomorrow for he has the work well in hand. If it takes half the period to explain these difficulties, well and good. There will be far more accomplished in the end. The pupil needs to be shown how to attack his problem, and, that done, he works at it with a will, and masters it, too. The important feature of technical teaching lies just here and no one can evade this feature without serious consequences. It will not do to make a fetish of mere reciting. There should be some learning in each and every class exercise.

\* \* \*

WE are pleased to present to our readers this month an article from the facile pen of the distinguished historian, Dr. H. W. El-

son, of Ohio University. As a writer of history he has achieved great distinction and his return to Ohio from Philadelphia was a high tribute to him as a scholar and as a teacher. He is quite as much at home on the platform as elsewhere and we are very sure that educational meetings will avail themselves of his presence in the state for addresses on historical subjects.

\* \* \*

It is gratifying to know that the Supreme Court has sustained the ruling of the lower courts in reference to the law relating to the payment of teachers for attendance at institutes. There has been much anxiety as to the outcome of this matter by teachers whose boards of education refused to pay for institute attendance, and, possibly, even now some of these boards will not pay up without litigation. However, since this matter has now been settled in favor of the teachers we hope that hereafter no teacher will sign any contract waiving this or anything else to which he is justly entitled, such as pay for janitor service. The whole teaching body of Ohio is to be congratulated upon this late decision of the Supreme Court in that it will cause all people to look upon the work of the institute as vastly more than an outing for a week.

\* \* \*

IN this issue will be found an advertisement of the educational

lectures of Col. C. H. French, which have become quite a feature of school work in many cities. From personal experience we know the value of these lectures and can heartily commend them to schools and other organizations. The views are all of the highest class and constitute in and of themselves an entertainment of rare merit. Added to this the fact that Col. French's descriptions are couched in language that is chaste as morning sunshine and it will be seen at once that the combination must be at once pleasing and inspiring. Col. French performs more than he promises always and his terms are always most liberal and, therefore, satisfactory.

\* \* \*

SUPT. E. G. COOLEY, of Chicago, speaking out of a large experience, says: "Teachers should not be encouraged to get into the system and then let the clock work. Advancement, based on length of service, does not do justice to the earnest, enthusiastic teacher with the real professional spirit. It sometimes produces the fine old fossil that we find holding a good position in our cities." Such being the case, it behooves Supt. Cooley and the other superintendents to relegate the "fossils" to the limbo of the museum and see to it that the teachers who are wide-awake be given recognition when opportunity offers. In this way the superintendent himself will ward off ossifica-

tion or petrification—and that might not be a bad thing.

\* \* \*

It is a delight to have the Carnegie Library pointed out in so many cities and towns in Ohio and to note the pride taken in these libraries by the citizens. Every one of these libraries has become a standard of beauty to the community in addition to its primary function and the library idea has become a feature of the mental equipment of every citizen. Besides all this, one of the most valuable lessons taught by the presence of these libraries is the fact that the man who does something for his fellowmen is always honored and this fact is reinforced and emphasized at every view of the building. The presence of these libraries exerts a most wholesome influence on young and old alike.

\* \* \*

WE publish, as usual, the uniform examination questions in this issue and now shall depart from our custom to the extent of giving answers to the questions in United States History. We shall refer to the questions by number only, as they will all be found on another page. The following are the best answers to these questions and are absolutely reliable: 1. See McMaster's History of the United States. 2. See Montgomery's American History. 3. See Gordy's United States History. 4. See Macy's United States History. 5.

See Davidson's History. 6. See Channing's History. 7. Read Fiske. 8. Read Thomas' History of the United States. 9. Read Elson's great work. 10. Read either of the above good books or Redway's United States History.

\* \* \*

ANY high school whose enrollment exceeds thirty pupils to the teacher can not do full justice to the pupils. These young people recite in four studies each day and that means that the teacher must minister to the mental needs of at least one hundred and twenty pupils. The physician who prescribes for this number of patients in a day would be kept busy as would the lawyer with this number of clients. It is one thing to have a good building and good apparatus but these in themselves do not constitute a good school. The best colleges have one teacher to twelve to fifteen students and no high school can exceed thirty at the outside and do the most effective work.

#### THANKSGIVING DINNER.

What a fine dinner this is! This turkey is about the best we ever had, and the farmer's wife deserves a good round price. Her flock of turkeys has kept her busy and anxious all summer long. If she had not worked early and late, in rainy weather, and hot weather there would have been no turkey here today. Then these vegetables! It is no easy matter to produce such

as these and the farmer has made a noble contribution to this dinner. Day after day he had to look after them to see that they were properly cultivated and protected from the ravages of pests. Yes, of course, he was paid for them but then a million dollars could never produce a single potato without the work of the farmer. The merchant, too, has had his troubles in providing this good dinner, and it is good to see that he is prospering. Then the fruits and nuts! Why, these must have crossed the ocean, and the poor sailors on the ships probably had a long hard voyage in bringing them safe across. When the storm came upon them there was no time to sleep and very little time for eating. All hands had to work night and day till the storm had spent its fury. These good things represent no end of hard work and suffering. The railroad men who brought them from the coast must not be lost sight of either for they had to endure rain, snow, sleet and cold beside the constant dangers that beset them. If we valued these things according to what it would take to induce us to endure these hardships, this would be rather an expensive dinner. Why, this cup of coffee could not be had, in that case, for a thousand dollars. So, deducting the actual cost we still owe somebody a debt of thanks, which in money would amount to nine hundred ninety-nine dollars and ninety-

seven cents. Funny thing about gratitude though. The more you give away the more you have left. If all the people who helped in getting this dinner ready should drop in on us, guess we'd have to slice the turkey a trifle thinner.

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**SUPT. J. P. SHARKEY.**

When Supt. Sharkey received his life certificate in 1885 it was accompanied by a letter from the examiners complimenting and congratulating him upon the excellence of his manuscript, and that letter can well be taken as a text for a sketch of the man. Somehow he compels people to recognize his real worth and that because he has real worth and because people, as a rule, are fair and generous enough to acknowledge it. He never obtrudes himself or his affairs. On the contrary, he rather shrinks from public gaze and is better content to let others stand out in the glare and blare if only he knows that his work has been well done. The secret of this is that his heart is in his work and his highest reward is the consciousness of work well done. He does institute work, but could not be induced to mail out a circular bearing a picture of himself. In this he is not only strictly professional but exhibits a modesty that is thoroughly becoming in a school man. He is quite willing to allow his friends to look after his reputation while he keeps busy with

13, consisting of teachers from Clinton, Fayette, Highland and Ross counties was fully up to the high standard of previous meetings. The morning addresses were given by Dr. S. D. Fess, of Antioch College, on *Spiritual Attitude of Teacher Toward Pupils*, and by Prof. A. B. Graham, of Columbus, on *Agricultural Extension of O. S. U.* Both addresses were inspiring and helpful. The afternoon speakers were Dr. Oliver J. Thatcher, of Chicago University and Prof. R. I. Fulton of O. W. U. Dr. Thatch-

Mr. Earl Starbuck of Port William, Mrs. G. M. Haines of Sabina, and the Ross County Quartet. The officers for the next year are: Supt. O. S. Nelson, Fayette Co., Pres.; Supt. D. A. Ferree, Clinton Co., V. Pres.; Miss Vada C. Murphy, Highland Co., Sec.

— Supt. D. A. Ferree, of Martinsville, with characteristic enterprise, has inaugurated the plan of having prominent citizens address the pupils of the high school once a week. This is good for school, good for the citizens who give the



The New Way in Ohio.

er's address on *The Student University of the Middle Ages* was a most able treatment of the theme, giving evidence of painstaking research and profound scholarship. The lecture of Prof. Fulton was very beneficial and practical, dealing with the *Best Methods of Teaching Reading*. The best musical talent of the four counties contributed to the entertainment of the Association. Among those who took part were Miss Tullis Reynolds of Sabina, Miss Louise Hershey of Washington C. H., Mr. Robert Hockett of Wilmington,

addresses and good for the entire community.

— The Meigs county teachers have formed an association for the improvement of teachers and schools. The first meeting was held October 13, with a very interesting program.

— H. S. Moffitt, who has been teaching at Butler for four years, began work this year as teacher of mathematics in the Gambier high school. He's not as large as his uncle, G. K. Lyons, but he's just as good, if such a thing is possible.

— Supt. Harry Ansley, of Rushsylvania, has been appointed county examiner in Logan county as the successor of Supt. R. W. Solomon, who has removed to Cuyahoga Falls.

— Ginn and Company, Boston, have published a new and thoroughly revised edition of Myers' *General History* which has held the center of the stage so long; *Outlines of Nineteenth Century His-*

Miss Adams, Miss McFadden, Miss Warner, Miss Reed and Miss Davis.

— Miss Winifred Edwards, of Ohio State, Miss Nell D. Currey, of Ohio Wesleyan, and Miss Eunice Thomas, of Ohio Wesleyan, have been elected to positions in the high school at Delaware. The high school enrollment is now 360, with twelve regular teachers. The schools already feel the influence



A Model for a Country School.

*tory* by the same author which all teachers of history will want at once; and *The Moral Damage of War* by Walter Walsh, which breathes forth the true altruistic spirit and preaches a gospel that is good for every school, every home, and every citizen.

— Supt. F. P. Householder, of Utica, and the following teachers of his corps, visited the schools of Columbus October 14th: Miss Thornton, Miss Batcher, Miss Turner,

of Supt. Vance's splendid leadership.

— The American Book Co., Cincinnati, have just published an *Ancient History* by Prof. Wm. C. Morey, of the University of Rochester, which contains many features that will make it popular; a *Plane Geometry*, by Edward R. Robbins of the William Penn Charter School, which will bring joy to the hearts of the mathematicians; and *An Introductory Course in Argumenta-*

— Prof. Whitcomb, of the O. S. N. C. at Oxford, will conduct Saturday classes in manual training for country teachers.

— Miss Anna Logan will address the State Library Association at their meeting at Portsmouth on "Literature in the School."

— The Columbus Schoolmasters' Club at a recent meeting elected the following officers: President, C. H. Fullerton; Vice President, W. T. Heilman; Secretary, F. S. Blue; Treasurer, Velorus Martz; Executive Committee, George W. Leahy, E. A. Kolb, L. O. Lantis.

— Miss Bertha Mills, of Marysville, has been elected teacher of music in the Pomeroy schools to succeed Miss Margretta Davis, resigned.

— Miss Euphema Ashwill, a classical graduate of Ohio Wesleyan, began work in the schools of Batavia September 17.

Miss Helen Allison weighed nine pounds, according to the official documents, on October 7th, 1906. The rest of the story is that Supt. Ralph H. Allison of Ashley, has entered upon the subject of child study by the laboratory method.

— The Western College at Oxford, entertained the faculties of neighboring colleges Tuesday, October 16, on "College Day." Addresses were given by Dr. Little and ex-Gov. Campbell.

— The teachers of Muskingum county met at Norwich October 20 and were royally entertained by the hospitable people of the entire village. Supt. J. O. Grimes and Mr. Jennings looked after their comfort in a big-hearted way. W. E. Kershner and Miss Nettie Strate aroused great interest in the work of the Pupils' Reading Circle, and it would seem that Muskingum may become the banner county this year in this very important work. Supt. Bainter, of Adamsville, made a most artistic speech in response to an eloquent welcome by Supt. Grimes. Pres. Montgomery, of Muskingum College and Rev. R. E. Beetham made valuable contributions to the program. The evening lecture netted a neat sum for library purposes. It was a good day for teachers and people.

— Superintendent C. L. Van Cleve, of Mansfield, addressed the teachers of Columbus and Franklin county October 20 on the subject, "The Growing Boy," and created much enthusiasm among the teachers by the excellence of his address. He never fails to give a message that is worth while and never fails to present it in a clear and forceful way.

— A very profitable and interesting meeting of the teachers of Greene county was held at Xenia on October 13. Excellent addresses were delivered by the newly elected president of the association,



Superintendent C. R. Titlow, of Bellbrook; Miss Hallie Q. Brown, of Wilberforce; Superintendent D. H. Barnes, of Bath township, and Dr. S. D. Fess, recently elected president of Antioch college.

—Painesville high school has its largest enrollment this year, opening with 275 students. A fine new equipment for individual experiments in physics has been installed, and the chemical laboratory

Superintendent H. M. Coultrap, McArthur; secretary, Miss Jennie Atkinson, Zaleski; executive committee, Miss Jennie F. Dowd, McArthur; P. M. Savely, New Plymouth, and Miss Minnie Soule, Wilkesville.

—Miss Rachel Thomas has been re-elected to her position as supervisor of drawing and penmanship in the schools of Marion. The board inclined to abolish the posi-



Another Model for a Country School.

is being enlarged to accommodate twice the number of students heretofore. Dale R. Smith, from University school, Duluth, is in charge of the laboratories.

—The Wooster high school enrolls 285 pupils. Robert C. Schroth, Jr., Ohio State university, 1906, has recently been appointed to teach science and mathematics. There are twelve teachers in the corps.

—Vinton county elected the following institute officers: President,

tion, but public sentiment strongly favored retaining it and also of retaining Miss Thomas.

—Superintendent L. D. Brouse, of West Elkton, has a larger enrollment this year than ever before, and after the holidays he will have an assistant in the high school.

—The Macmillan Company, Chicago, have just published a *First Book in Latin* by Alexander James Inglis and Virgil Prettyman, both of Horace Mann high school, New York. The price is 60 cents.

—Superintendent R. E. Tope is hard at work in his new field at Ponca City, Okla. The enrollment exceeds 800 and eighty of these are in the high school. His many Ohio friends will rejoice to know that he finds his new work most attractive.

—Principal R. D. Crout, of the Columbus Grove high school, has resigned to accept a more lucrative

four rooms. As semi-annual promotions are the rule there are two sections in each room. L. S. Foght is principal of this work and is working with a master hand. Manual training is gaining favor all the while under the leadership of E. E. Eby.

—Superintendent J. E. Gordon, of Mt. Victory, fully expects 200



Old Schoolhouse, No. 2, at Williamsburg, N. C.

position in the high school at Sandusky.

—Principal H. H. Frazier, of the Tiffin high school, has the entire school enrolled in the Pupils' Reading circle. Is there another high school of that size in Ohio with such a record?

—In the high school building at Fostoria there are more than 200 seventh and eighth grade pupils in

members of the Reading circle in Hardin county this year. Last year the number was 106, and the year before 48.

—Miss Etta Walters has been elected to a place in the teaching force of Marion and Miss Ruth Edwards as assistant teacher.

—Superintendent S. M. Glenn, Jr., of Huron, has resigned to take a course in the Ohio Medical uni-

versity, Columbus. His successor is Superintendent A. C. Alleshouse, of Kelley's Island, who knows how to build upon a good foundation.

—Miss Maude Tall has resigned her position as primary teacher in Kansas, though re-elected for the seventh year, in order to complete her course at Miami university. She hopes to graduate next June and then will resume school work.

—C. H. Korn, a graduate of Mount Union, and for several

—After eight years of success in the schools of Minster, F. W. Sullivan has returned to the Ohio Northern university to complete his course in science.

—Miss Anita Hard, daughter of Supt. M. E. Hard, of Chillicothe, has charge of the work in Latin and German in the Bowling Green high school.

—The Monroe county officers for next year are: President, R. C. Franz, Hannibal; secretary,



A Real Playground.

years a teacher in that institution, has accepted a place as science teacher at Bradford, Pa.

—Prof. W. B. Judd, of Mt. Union college, and Miss Mary A. Wellar, of Norwalk, were recently married. The bride was formerly a student in the college. It pays to get a college education.

—The Eastern Ohio Association will meet at Steubenville November 30 and 31, and Superintendent Van Cleve will have the city garished for the visitors.

Miss Lorena Morris, Woodsfield; executive committee, C. W. Norris, Benwood; W. G. Wolff, Woodsfield, and Nelson Gallaher, Clarington; O. T. R. C. secretary, W. G. Wolff, Woodsfield.

—Clark Fullerton, formerly of the Scioto township, Pike county high school is the new superintendent this year at Lucasville and J. W. Ault has charge of grammar school work.

—Good news comes from Supt. J. W. Zeller of Findlay, who has

been doing business at the old stand since September 1, "and feels as well as ever." He will be in the institute field again in 1907 and ready to take up the work he had to resign the past summer. The high school has reached an enrollment of 450 and he and Principal Smith are gratified. Five new teachers, R. W. Beckard, Edgar H. White, A. W. Whetstone, Helen Guise, and Glenn McClelland have been added to the high school corps, which now numbers twelve—five men and seven women.

— Chillicothe has two new teachers in the high school, W. A. Baldwin and A. D. Engert, both graduates of Delaware. All the seventy-five teachers are doing the work of the Reading Circle this year and life is "one glad sweet song" in that bailiwick.

— D. C. Heath & Co., Chicago, have published "The Elements of Physics," by S. E. Coleman of the Oakland, Cal., high school, which impresses one most favorably. Throughout the book Energy is the central thought, and prominence is given throughout to the philosophy of common things.

— Supt. J. H. Cory, of Lafayette, has purchased an outfit of Physical apparatus, has organized a literary society, has begun systematic work in Reading Circle with the teachers of the township, doing hard work in the high school, and watching the progress of their new

building every day, hoping it may be ready for 1907.

— C. A. Hodges, a graduate of Oberlin, is in charge of the Fort School, Marietta, taking the work of Prin. J. M. Starling, who goes to Colorado for a year in the interests of his wife's health.

REST.

If all the skies were sunshine,  
Our faces would be fain  
To feel once more upon them  
The cooling splash of rain.

If all the world were music,  
Our hearts would often long  
For one sweet strain of silence  
To break the endless song.

If life were always merry,  
Our soul would seek relief  
And rest from weary laughter  
In the quiet arms of grief.

—Henry VanDyke.

— Prin. E. L. Rickert, of the Brier Hill school, Youngstown, is greatly pleased with his year's experience with the school savings bank. The bank opened Dec. 21, 1905, and on Oct. 1, 1906, the total deposits had reached \$533.03 and the number of depositors 210. The system has now been extended to all the schools in the city.

— Supt. L. B. Demorest, of Marysville, began the year with an unusually large attendance. There were 141 in the high school at the opening and 36 of these in the senior class.



THE NEW WELLS HIGH SCHOOL BUILDING, STEUBENVILLE.

— The total enrollment at East Liverpool the first month was 3,488, boys 1700 and girls 1788. The high school enrolls now about 300. The new teachers in the high school are F. D. Cockins, O. S. U., science; Miss Ruth M. Grant, O. S. U. mathematics; Miss Abigail Hill, Wooster, history; Miss Gertrude E. Laughlin, Wooster, Latin and mathematics; Mrs. Minnie McCullough, Muskingum, algebra; Miss Nellie Crane, Delaware, English.

Ohio Teachers' Association this year on account of the place of meeting, which is the new Wells High School at Steubenville. This commodious building with its modern equipment for high school purposes, embodying most of the best ideas in school architecture, is probably the best of its kind in the state. Its study and recitation rooms, laboratories, lecture and assembly rooms, gymnasium, manual training, domestic science depart-



Pleasant to Look Upon.

— Supt. A. H. Vernon, of Shawnee, rejoices in the fact that the high school has been raised to first grade. School matters are in most excellent shape and the people are in hearty accord with the teachers. Miss Kate Stoye is principal of the high school and Miss Ora C. Lively assistant.

— Miss Anna Gates, of Newport, Ky., has accepted a position as sixth grade teacher in the Putnam school, Marietta.

— Not a little added interest attaches to the meeting of the Eastern

ments the heating and ventilating system and other features will furnish a study of no small value to the visiting teachers. The Association meets the Friday and Saturday following Thanksgiving, November 30 and December 1.

— Prin. F. P. Wheeler, of Marietta, has been reappointed on the board of county examiners for the full term of three years. He is the sort of man that ought to be appointed for life.

— Supt. J. P. West has been elected superintendent of the Blen-

don township schools in addition to his work as head of the Westerville schools. In these latter schools departmental work has been inaugurated in the 6th, 7th and 8th grades.

— Prin. D. J. Boone, of the Lorain high school, attended the summer school at Columbia University, and Miss Rosa O. Cobb of the same school, attended the summer session at Harvard.



Treatment of Outbuildings.

— Supt. G. M. Archer, of Bettsville, succeeds Supt. A. C. Alleshouse as the head of the schools at Kelley's Island. He is a graduate of Ohio Northern and has a reputation for good school work.

Supt. A. C. Eldridge, of Lorain, now has ninety-three teachers and more than three thousand pupils. The high school enrolls two hundred and eighty-five pupils,

which is twenty-five more than at the same time last year. The local press speaks in the highest terms of Mr. Eldridge's first year as superintendent and he begins his second year with the confidence of teachers and the people of that thriving city.

— The new teachers in the Lorain High school are Miss Elizabeth N. Beebe, a graduate of Wooster University and last year principal of the Prospect Street school, Oberlin; Miss Delia Richards, a graduate of Hiram College, and for the past three years a teacher in the Barberton high school; Miss Cora Welday, also of Wooster University, and for the past two years a teacher in the Cadiz high school; and J. O. Welday, who was last year principal of the Garden Ave building. In addition to his high school work Mr. Welday will have the principalship of the Thirteenth Ave school, where a first year high school room is maintained to relieve the crowded condition at the Central building. This was a promotion well deserved.

— Lorain County Institute was held in Elyria the last week in August. The attendance reached four hundred. It was beyond doubt the most successful institute in the history of the county. The instructors were Dr. R. G. Boone, of Yonkers, N. Y.; Prin. J. E. McGilvrey, of Cleveland; Prin. F. E. Osterlander, of Warren; and Miss Anna E. Logan, of Oxford.



—Here is a contribution from one who sees things in their proper relations: "Superintendent Dyer, of Cincinnati, has done many notable things for the good of the Cincinnati schools, but nothing so far that will redound more to his credit and the welfare of the schools than the appointment of Superintendent E. D. Lyon to the principalship of Woodward high

all shake again and give three cheers for old Woodward, for she has a man at the helm who will not only keep alive her sacred traditions, but will be sure to add new stars to her already brilliant constellation."

—This is the gospel of labor,—  
Ring it, ye bells of the kirk!—  
The Lord of Love came down from  
above



A Subject for Consideration at the Farmers' Institute.

school. The time is past when preferment may be expected from the profession by those who are contributing little or nothing to it. Mr. Lyon is so well and favorably known that the educators of the state and the school journals of the country immediately gave the glad hand of congratulation not only to Mr. Lyon, but also to Superintendent Dyer for his selection. Let us

To live with the men who work.  
This is the rose that he planted,  
Here in the thorn-cursed soil,—  
Heaven is blest with perfect rest;  
But the blessing of earth is toil.

—Henry Van Dyke.

—M. C. Dougherty has been re-appointed on the board of examiners in Monroe county for three years.



— The Westerville high school numbers 91. Miss Katherine Barnes, a graduate of Otterbein, has been added to the teaching force. A fine new laboratory has been fitted up with a full complement of the best apparatus and thus it will be seen that Supt. J. P. West is getting things done.

— The Greenville high school, on the evening of September 28, dedicated its remodelled and newly frescoed assembly hall. Hahne Brothers, special artists of Dayton, did the work of beaming and frescoing. The entire cost was assumed by Mr. Henry St. Clair, a wealthy wholesale merchant of that city. For several years Mr. St. Clair has been a liberal benefactor of the Greenville public schools. Ten years ago drawing was introduced into the schools. In the beginning the innovation was not received by the public with general favor. It was at this time that Mr. St. Clair began his beneficiaries. He popularized this work by placing at the disposal of the school for four years prizes, \$70 in gold annually, for the best piece of school art work. He next assisted the school board in realizing its ideal in the artistic finishing and furnishing the new Carnegie library, he paying for the fresco work and tile floors of the entire building, and donating the books and furniture for the reference department complete. Last year he assumed the entire expense

of the equipment for the introduction of manual training for boys, to which he has added liberally this year. The innovation for this year in the schools is a well-equipped Kindergarten department. Of this, with the exception of the teachers, Mr. St. Clair assumes the entire expense. His gifts, besides being of great material benefit to the schools, have disarmed any criticism which might have otherwise been made against an enriched curriculum and the progressive extension of public school facilities, and have generally popularized the work of the school. Out of a total school enrollment of 1200, 230 are in the high school and 33 are candidates for graduation this year.

— It is seldom that a college can celebrate, as did Marietta quite recently, the completion of plans involving the erection of three new buildings at one time. A library to which Mr. Carnegie gave \$40,000, but which cost nearly twice that sum, a new dormitory with modern accommodations for fifty-four students, named Fayerweather Hall, and a central heating plant, will add very materially to the equipment of the institution. The dedication of the new buildings came on Wednesday afternoon with addresses by William W. Mills, Dean J. H. Chamberlin and G. S. Humphrey, '07, on behalf of trustees, faculty and students. A noble oration on "The Spirit of the

Higher Education" was delivered by President W. D. Mackenzie, LL. D., of Hartford, Conn. In the evening there was a public reception in which Gov. Harris and other state officers, as well as Mr. and Mrs. Longworth were the distinguished guests. The students had a college sing and parade, and big bonfire, while the entire campus was beautifully illuminated.

On Thursday afternoon, October 18, there was unveiled on the campus a beautiful memorial tablet presented by a group of New York gentlemen, and commemorating the first permanent settlement in the Northwest Territory under the Great Ordinance of 1787, by Gov. Arthur St. Clair. The tablet was presented by Homer Lee, Esq., of New York, and accepted on behalf of the city and college by Mayor Leeper and President Perry. Greetings from the state and nation were eloquently given by Gov. Harris and Vice President Fairbanks. The historical oration was delivered by Prof. Albert Bushnell Hart, of Harvard University. The tablet rests upon an immense block of Indiana limestone, and is itself a work of art. Mrs. Alice Roosevelt Longworth loosed the flag that covered the tablet in the presence of the largest crowd ever seen in the city. In the evening while the students were enjoying a foot ball victory over West Virginia University, the Board of Trade gave a banquet in the college gymnasium at which

Mr. Charles G. Dawes, of Chicago, presided, and where Vice President Fairbanks again spoke most felicitously, followed by Col. Douglas Putnam, of Ashland, Ky.; Congressmen Longworth and Cole of Ohio; State Attorney General Ellis, Homer Lee, of New York; Hon. Charles W. Archbald, of Parkersburg, W. Va.; John McSweeney, of Wooster, and A. D. Follett, of Marietta. So closed the most notable celebration the city has ever held.

—Jefferson Co. elected as follows: President, O. E. Binckley, Smithfield; Vice-President, W. M. Carpenter, Mingo Junction; Secretary, Miss Lola Allison, Steubenville; Ex.-Com., Supt. E. M. Van Cleve, Steubenville, Prin. W. H. Maurer, Steubenville, I. H. George, Hopedale; O. T. R. C. Secretary, Prin. D. W. Matlack, Steubenville.

—Hamilton Co. has the following officials: President, E. A. Simmermon, Rossmoyne; Secretary, Miss Abigail Watkins, Cluff; Ex.-Com., J. W. Lyle, Newtown, C. P. Lash, Plainville, Miss Julia Kolbe, Norwood; O. T. R. C. Secretary, Supt. J. L. Trisler, Hartwell.

—The Morgan Co. officers are: President, Supt. G. M. Strong, Malta; Vice-President, E. C. Darnell, Hooksburg; Secretary, Miss Ruth Dover, McConnellsville; Ex.-Com., W. T. Smith, Chesterhill, G. R. Warman and Coral Bell, McConnellsville.

—Col. W. J. White has been appointed principal of the new McKinley building at Dayton by Supt. Carr.

—Columbiana Co. elected as follows: President, Supt. F. Linton, Salineville; Vice-President, Supt. W. O. Lambert, Lisbon; Secretary, Miss Isabel Little, Homeworth; Ex.-Com., Supt. C. E. Oliver, East Palestine, Supt. J. W. Moore, Leetonia.

—The Scioto Co. list is: President, Frank Appel, Portsmouth; Secretary, Miss Edith Staten, Portsmouth; Ex.-Com., Supt. E. O. McCowen, Wheelersburg.

—The Vinton Co. officers are: President, Supt. Harry M. Coultrap, McArthur; Secretary, Miss Jenola Atkinson, Zaleski; Ex.-Com., Miss Jennie F. Dowd, McArthur, P. M. Savely, New Plymouth, Miss Mary Soule, Welksville; Q. T. R. C. Secretary, Supt. C. H. Copeland, Hamden Junction; President Federation, C. H. Stringfellow, Royal.

—The Green Co. officers are: President, Supt. C. R. Titlow, Bellbrook; Secretary, Miss Dora Siegler, Cedarville; Ex.-Com., D. H. Barnes, Osborn; O. T. R. C. Secretary, Supt. E. C. Van Winkle, Bellbrook.

—Miss Anna Keister of East Youngstown has accepted a position in the schools of Lorain at \$575.

—Three miles north of Xenia may be seen a large stone marker bearing this inscription: This stone marks the site of old Chillicothe the principal town of the Shawanees Indians, Tecumseh, chief. The famous gauntlet run by Simon Kenton in 1778 was from Sexton's Hill to the council house which stood 30 rods west of this site. \* \* \* Erected by Catharine Greene chapter D. A. R., 1906.

—North Lewisburg has the following corps of teachers: Supt. J. W. Dunaway, Prin. Miss Grace M. Hassler, Miss Verda E. Williams, Miss Grace G. Nelson, Miss Linna Wehe, Miss Lillian Snow.

—Miss Dorothy Gibson of Johnstown, Pa., has been elected to a position in the schools of Warren.

—Williams Co. elected the following officers: President, Supt. J. A. Catchpole, Edgerton; Secretary, Miss Elizabeth Chew, West Unity.

—We have before us a poetic protest from a little girl against the teachers continual reiteration of 'don't.' It is too long to give entire but one stanza will illustrate:  
 "Don't shake your head, don't blow  
     your nose,  
 "Don't crook your back, don't bend  
     your toes,  
 Don't move your arm, don't ~~wag~~  
     a rose,  
 —Why every child in this school  
     knows — 'Don't.'"

—The new East High School, Dayton, under Prin. George Buck, opened with an enrollment of 250, while the total high school enrollment is above 1,200. The total enrollment in the schools exceeds 12,500.

—The officers in Trumbull Co. are: President, E. C. Gray, Kinsman; Secretary, Miss Grace Barnes, Cortland; Ex.-Com., C. E. Carey, Warren, S. W. Mauck, Cortland, and G. M. Bingham, Newton Falls.

—Miss Elizabeth Whipple resigned her position in the Lorain schools to accept a principalship at Oberlin and Miss Lillian Lathrup resigned to accept a place in the schools of Fostoria.

—The Lorain Co. institute elected officers as follows: President, Supt. Ward Nye, Oberlin; Secretary, J. J. Vaughn, Elyria; Ex.-Com., C. S. Kelsner, Lorain; O. T. R. C. Secretary, Miss Minerva Rogers, Wellington.

—Miss Letitia Dillencourt, one of the progressive teachers of Xenia, has been elected to a position in the Beaver Creek township high school at \$75.00 per month, and her promotion comes as a reward of merit.

—E. H. Calvin, one of the best teachers of Greene Co., is a graduate of Wilmington College, and during his college course never missed a day and walked in the aggregate going to and from his

home a distance equal to a round trip from New York to San Francisco.

—Supt. J. G. Leland of Mt. Vernon is always wide awake. As soon as the MONTHLY reaches him he goes through it like "a house afire," and knows just what it contains. He says that either the article by Dr. Lowden or the one by Supt. Hutchinson in the September number is worth a year's subscription.

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#### **PHILADELPHIA AND THE N. E. A.**

There are many reasons for holding the next meeting of the N. E. A. in Philadelphia and Ohio teachers will rejoice, if the Executive Committee decides upon the Quaker City as the place.

Fifty years ago the great Association was organized there and it would be specially appropriate to hold the half century anniversary meeting in the great city where both the N. E. A. and U. S. A. were born. The dates for the 1907 meeting will probably be July 2 to 5. Think of a big patriotic educational meeting on July 4—one session in the open air by Old Independence Hall, and possibly an afternoon session at sacred Valley Forge! Who would not want to attend!

With State Supt. Schaeffer in charge of the program and City Superintendent Brumbaugh attending to the local arrangements, a record-breaker in attendance and

interest would be assured. The railroad facilities are good, hotels and boarding houses are plentiful, and the ocean is only an hour away.

If the tone of this article is enthusiastic, a month's work in the institutes of the Keystone State this fall must be charged with it. All over the State, the teachers are working to secure the meeting and, no doubt, favorable replies have already been received to the circular letter sent out some time since by Supt. Brumbaugh of Philadelphia to all the superintendents of Pennsylvania and New Jersey. The body of this letter reads as follows, and indicates the organization which is already well under way:

Philadelphia is making a determined, and I hope successful, effort to secure the N. E. A. for Philadelphia, July 2-5, 1907

One of the conditions to which we must conform is a sufficiently large local enrollment to guarantee expenses. To this end will you be kind enough to let me know on or before October 30th, about how many teachers in public or private schools and other friends of education in the school district over which you have supervision will register in advance, and become members of the N. E. A.? I do not, of course, expect you to be bound by any statement that you make in answer thereto, but I want your professional judgment as to about what we could depend upon in this matter. I should like also to suggest the importance of your assistance in making the enrollment as large as possible.

(C. T. CORSON.

#### READING.

We get no good

By being ungenerous, even to a book,

And calculating profits — so much help

By so much reading. It is rather when

We gloriously forget ourselves and plunge

Soul-forward, headlong, into a book's profound,

Impassioned for its beauty and salt of truth —

'Tis then we get the right good from a book.

*Mrs. Browning.*

#### UNIFORM QUESTIONS FOR OCTOBER.

##### THEORY AND PRACTICE.

The first five questions refer to "Rational Living" by Henry Churchill King.

1. To form the subjects of the discussions contained in "Rational Living," what four great inferences does the author draw from modern psychology?
2. Change the educational maxim, "Make your instruction interesting," so that it will be in accord with a newer pedagogical aim.
3. With regard to the reception of new knowledge, what conditions are essential to intellectual growth?
4. What paradoxical elements are involved in the development of character? What solution of this paradox is found in the teaching of Christ?
5. What analogy exists between the methods by which the scientist solves the problems of nature and those by which man works out the complexities of his own life?
6. Illustrate perception and show how it differs from sensation.
7. How would you teach reading to beginners; to an eighth grade class? What psychological reasons underlie the difference in the methods employed?
8. State and illustrate the difference between remembering and recollecting. Why do

we remember anything that we try to forget? 9. In the common school curriculum what studies most naturally correlate with each other? 10. Mention four cardinal points of school hygiene.

### ARITHMETIC.

1. Find the L. C. M. of  $31^{\circ} 2' 10''$ ,  $59^{\circ} 14'$ ,  $80^{\circ} 11'$ ,  $47^{\circ} 35' 20''$ , and  $15^{\circ} 3' 56''$ . 2. Write and solve a problem which illustrates the following formula in percentage:  $B = D \div (1 - R)$ . 3. Three persons gain \$2640 in speculation, with the understanding that A is to receive \$6 as often as B receives \$4 and C \$2. What is each man's share? A \$1320, B \$880, C \$440. 4. An investor has \$21,630 to invest in cotton; he must allow  $2\frac{1}{2}\%$  commission, pay  $1\frac{1}{2}\%$  for marine insurance, and  $1\frac{1}{2}\%$  for cartage and freightage; how many pounds of cotton can he buy at 15c. per pound? 136,359  $\frac{1}{3}$ . 5. What would you expect to be mastered by a class having time for only half a dozen recitations on mensuration? 6. A pile of wood 63 feet long, 4 feet wide, and 8 feet high was sold at \$4.75 per cord. For how much was it sold? \$74.81. 7. A man purchased real estate and agreed to pay  $\frac{1}{4}$  of the price in three months,  $\frac{1}{4}$  in 8 months, and the remainder in 1 year. Wishing to cancel the whole obligation by a single payment, how long may this payment be deferred? Eight months. 8. How many bushels are there in a conical heap of grain, whose base is 8 feet in diameter, and whose altitude is 4 feet? 52.3 bu. 9. If stock bought at 105 will pay 6% on the investment, what per cent. will it pay if bought at 85? 77-17. 10. At 40c a roll, what will be the cost of papering the walls and ceiling of a room 16 feet long, 12 feet wide and 10 $\frac{1}{2}$  feet high, making no allowance for openings, the baseboard being 9 inches high? 21 rolls, \$8.40.

### GRAMMAR.

It should go without saying that a librarian should possess a wide knowledge of books. Since his work brings him into relation with the boundless domain of human knowledge, no librarian can know too much. He should, also, be one who has had the benefit of a thorough preliminary training; for any attempt on the part of a novice to undertake

the work, is sure to result only in disappointment and failure. No one who has read little or nothing but novels since leaving school need ever hope to succeed as a librarian.

The first eight questions refer to the selection given above.

1. Diagram the first sentence. 2. Classify the seven clauses of the sentences that follow as subject, object or adverbial. Beside each adverbial clause, write the word it modifies. 3. Give the syntax of three infinitives. 4. Classify all the adverbs contained in the selection. 5. Distinguish between conjunctive adverbs and subordinate conjunctions. Point out an example of each in the above selection. 6. How many and what classes of pronouns are represented in the selection. 7. Select verbs in the subjunctive mood. Compare *wide*, *boundless* and *sure*. 8. Parse all of the substantives in the last sentence. 9. Classify adjectives in the selection. 10. Write sentences containing each of the following: *a* A participle used as an adjective; *b* a participle used as a noun; *c* a participle used with a noun in the absolute construction.

### ORTHOGRAPHY.

1. Indicate the correct pronunciation of the following words: amenable, exquisite, Mackinac, prestige, patriotism. 2. Mention three diacritical marks which are used to designate the sounds of consonants. Write words to illustrate the use of each in this capacity. 3. Define, and tell from what language are taken, five of the following: *alias*, *post mortem*, *cicerone*, *sine die*, *en route*, *fac simile*, *a propos*, *bona fide*, *sang froid*, *incognito*. 4. Write and define two homonyms each of born, palate and sight. 5. Write the following. *Cur-sory*, *succeed*, *inoculate*, *promontory*, *frolicking*; *oatmeal*, *sclerotic*, *disseminate*, *chargeable*, *mosquitoes*; *du-teous*, *admis-sible*, *lullaby*, *common pleas court*, *reprisal*; *Cossacks*, *nul-lify*, *aquatic*, *Apollo*, *juvenile*.

### PHYSIOLOGY.

1. Explain the difference between bone and cartilage. How do broken bones heal? 2. Beginning with the lungs, trace the circulation of the blood through the body. 3. State the value of nitrogenous food to the body

and mention at least three articles of food from which nitrogen may be obtained. 4. Explain fully the process of the absorption of food into the system. 5. Make a complete classification of the teeth (permanent set) as to number, name and position in the mouth. 6. State the function of each of the following: sebaceous glands, seventh pair of cranial nerves, tricuspid valve, Eustachian tube and cilia. 7. How are the rays of light brought to a focus in the eye? What constitutes nearsightedness? Farsightedness? 8. How does alcohol interfere with the digestion. 9. Why does a fowl flap its wings and jump about after its head has been cut off? 10. What is the distinction between the mucous and serous membrane?

#### GEOGRAPHY.

1. Give an explanation of ocean currents. Why do they not flow directly north or south? 2. What are isothermal lines? Why are they not parallel to parallels of latitude? 3. What is meant by the center of population? Where was the center of population in the United States at the time of the taking of the last census? 4. Bound: Massachusetts on the south; Ohio on the east; Argentine Republic on the east; France on the north; Korea on the west. 5. Describe the drainage of western Africa. Why is a great part of the coast country unhealthy in climate? 6. Mention two large American cities whose growth has been rapid; two whose growth has been slow but steady. Account for the difference in growth. 7. Locate five ports having notably fine harbors and name the chief articles of commerce passing through each. 8. Discuss the mountain systems of continental Europe. 9. Mention a foreign city in approximately the same latitude as Columbus, Ohio; Chicago; New Orleans. 10. Trace the route of a vessel sailing from the Norfolk Navy Yard, by way of the Philippines, to San Francisco.

#### LITERATURE.

1. Mention two English and three American orators whose best efforts have become a part of literature. Name two selections written by the

above that are suitable for school study. 2. Write the full names of the five greatest American poets and the name of a poem written by each. 3. Where was Whittier born? In what paper were his first poems published? What were his chief characteristics as a man? 4. What are the requirements of the essay as to subject and form of literary expression? Who are our most famous American essayists? 5. With regard to each of the productions mentioned below, fill the blanks in the following: Written, by . . . . ., in the . . . . . quarter of the . . . . . century: *Twice Told Tales*, *Uncle Tom's Cabin*, *Snow-Bound*, first issue of *Poor Richard's Almanac*, *Beginnings of New England*. 6. Compare the style of Hawthorne with that of Poe. 7. Mention one of the world's great authorities upon each of the following subdivisions of history: Rome, Greece, the Middle Ages, the Dutch Republic, the United States. 8. Mention three of Shakespeare's comedies and write a quotation of at least five lines from one of his tragedies.

#### UNITED STATES HISTORY, INCLUDING CIVIL GOVERNMENT.

1. Describe briefly the settlement of the Carolinas. 2. How was local government administered in Colonial Massachusetts; Colonial Virginia? 3. In behalf of what issues was the eloquence of each of the following used: James Otis, Daniel Webster, Wendell Phillips, John C. Calhoun, Robert Hayne? 4. Mention two compromises incorporated into the Constitution. 5. What has the Constitution to say with regard to the importation of slaves? 6. What do you consider the most important battle of the Revolution? Why? 7. Explain what effect the Hartford Convention had upon the Federalist party. 8. What effect did the fall of Fort Sumter have upon the North? 9. After the close of the Civil War, what method of procedure was adopted with regard to the states which had composed the late Confederacy? 10. What was the Sherman Silver Act? Under whose administration was it repealed?

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INDIRECTION.

Fair are the flowers and the children, but their subtle suggestion is fairer;  
Rare is the roseburst of dawn, but the secret that clasps it is rarer;  
Sweet the exultance of song, but the strain that precedes it is sweeter;  
And never was poem yet writ, but the meaning outmastered the meter.

Never a daisy that grows, but a mystery guideth the growing;  
Never a river that flows, but a majesty scepters the flowing;  
Never a Shakespeare that soared, but a stronger than he did enfold him;  
Nor ever a prophet foretells, but a mightier seer hath foretold him.

Back of the canvas that throbs the painter is hinted and hidden;  
Into the statue that breathes the soul of the sculptor is bidden;  
Under the joy that is felt lie the infinite issues of feeling;  
Crowning the glory revealed is the glory that crowns the revealing.

Great are the symbols of being, but that which is symbolized is greater;  
Vast the create and beheld, but vaster the inward creator;  
Back of the sound broods the silence, back of the gift stands the giving;  
Back of the hand that receives thrill the sensitive nerves of receiving.

Space is as nothing to spirit, the deed is outdone by the doing;  
The heart of the wooer is warm, but warmer the heart of the wooing;  
And up from the pits where these shiver, and up from the heights where  
those shine,

Twin voices and shadows swim starward, and the essence of life is divine.

—Richard Realf.

## AMERICAN LITERARY MASTERS.

BY RICHARD BURTON, L. H. D., PROFESSOR OF ENGLISH LITERATURE IN THE UNIVERSITY OF MINNESOTA.

There are a number of reasons why Dr. Leon Vincent's book happily entitled *American Literary Masters*, is welcome and of value. In these days of many manuals upon the subject, a new treatment must show cause for its existence; and this the volume in question certainly does.



DR. LEON H. VINCENT

In the first place, the study is admirable in plan and arrangement. The author aims to present in their persons and in their literary endeavor our representative writers whose work falls between 1809 and 1860. He centers the interest thus upon salient figures from Irving to Whitman, and in a series of brief pregnant essays shows what is most worth while in the native letters; giving his survey the charm of a biographical flavor. The majority of text books and literary studies fail because of an attempt to do

too much; they confuse with a mass of minor or irrelevant details so that the really big accomplishment does not stand out; especially is this true for younger readers without sufficient previous experience to award things their relative proportions. Too much space is, as a rule, awarded to the period before the Republic—that is, previous to 1789; since almost all our significant literary production belongs in the nineteenth century. By a judicious selection of only nineteen eminent writers and by the bestowal of full attention upon them, Dr. Vincent leaves a far more definite impression of what our American literature is than if he pursued the more customary course.

In the second place, and conspicuously, this book is a piece of first-hand work, whereas, as a rule, such work is more or less imitative and derivative. The criticism here is always the writer's own and is founded on a fresh reading of the text, a personal examination of the material. Nothing is easier (or more common) than to pass along opinions about works gleaned from sources readily available; often, where the reading is honestly done, there is no independence of judgment, the author thoroughly differing to those in authority and mak-

ing his study a sort of cento of collected opinions. With the exercise of some skill, an attractive piece of writing can thus be manufactured; but having very little if any critical value. Dr. Vincent's volume shows an immense deal of reading and research and those most familiar with his subject will most appreciate the unhackneyed quality of his critical dicta,—the result of devoted labor, the outcome of a mind of superior calibre in literary judgments. Since the writer of this article has himself recently written a book on American literature, he may perhaps be pardoned if he states that—jaded from contact with much similar work—he has found a peculiar pleasure in the perusal of a book which is, palpably, head and shoulders above criticism that is conventional, tradition-ridden or jejune. The simplicity of its manner (a mark of the author's good taste) may perchance mislead some as to the worth of its matter as well as the excellence of its style.

Which leads to a third point, one to emphasize: here is a book of a class too often offering no pleasure in the reading, possessing no charm of style and hence grappled with for duty's sake and for instruction; and yet it has the attraction of a delightful series of essays done by a man of letters, aware that knowledge need not necessarily be made disagreeable. The volume is all the better text-

book because it doesn't read like one, but seems to make its appeal to the general cultivated reader. Dr. Vincent does not hesitate to enliven his theme by deft strokes of felicitous phrases and by frequent touches of humor which lend a definite racy quality to his style. He is not afraid of "lightness," that bugaboo of critics who set up heaviness and solemnity as substitutes for genuine learning; how often heaviness of manner and weight of thought are confused in literature. This author is aware that a wise thing may be said in a light way: that a kind of French point, vivacity and concision is vastly preferable to the stolid pedestrian gait so familiar in literary manuals.

The completeness of survey must be noted too. Of the writers studied, the whole body of their work is described, minor work as well as major: described succinctly, yet in a way to show careful examination, real knowledge and the proper subordination of the unimportant. Nor is the work disguised by foot notes; not the raw material, but the digested result of much assimilation of material is what is given us. The publishers have coöperated by furnishing a very handsome dress as to typography and binding, so that the volume within and without conveys an impression of good breeding: it seems an acceptable addition to one's library of better letters. It is

a piece of literature, and looks it. Dr. Vincent's various previous volumes of essays and literary monographs were a guarantee of all this; and we congratulate his publishers that they were able to induce such a writer to undertake the sort of work which has the habit of falling naturally into the hands of the tribe of Dryasdust.

Coming to particulars a little, the author's steady insistence upon judging literature by what may be called the genial human test, gives a welcome breadth to his criticism. I mean that while he always awards its due importance to artistic performance, he also considers the man behind the book the human test. This is what Saint Beuve did when he revolutionized modern literary criticism. A man's work in relation to its effect upon the world, social, ethical, is kept in mind; the estimates of writers so different as Irving, Poe, Bryant and Whittier are especially illustrative of the point. Notice the sound common sense of the view on Poe's character, for example, in contrast with the sentimental foolishness often heard concerning him, "he remained a boy in character, self-willed, spoiled, ungrateful, petulant." And this plain statement does not make our critic one whit less hearty in his praise of the man's unique accomplishment. Just the reverse in judgment, yet showing the same good sense and power of discrimination

as well as the broadly interpretative method of criticism instead of the normally aesthetic, is seen in his warm laudation of Whitman's personal character, yet frank reference to the "monstrous vanity" displayed in his writings.

All through the volume occur the most happy characterizations; as where he refers to Dr. Holmes' "cat-like attachment to city nooks and corners"; or where he says, speaking of Curtis's *Easy Chair* essays: "'Trifles light as air' would be a not inadequate description of hundreds of the *Easy Chair* papers. And they are quite as wholesome as air." Or again, what an example of much in little is this on Hawthorne: "The beauty of his prose is best explained by the beauty of his ideas; the natural phrasing serves but to define it, as physical loveliness may be accentuated by simplicity of dress. Hawthorne's thoughts, being exquisite in themselves, make ornament superfluous." The study of Longfellow is a particularly good illustration of how Dr. Vincent gets away from the conventional view-point and offers something fresh. Latter-day criticism of this poet has become largely apologetic; the note of patronage and the damnation of faint praise have grown familiar; an echo of such British criticism as that of Gosse, who calls him a Swedish singer—a fling at Longfellow's labors in translation. Vincent, I believe

with much justice, shows what an artist the Cambridge bard was, how dignified and varied is his lovely work, some of the most noteworthy of which has been obscured by the popularity of his simpler song.

In dealing with our leading historians, Bancroft, Prescott, Motley and Parkman, the author gives us some of the best and most interesting criticism of his work, making thoroughly vital and vivid what perhaps lends itself less readily to attractive treatment than the more widely known poets and fictionists. A most charming paper is that on Donald G. Mitchell (Ik. Marvel) who, although his "Reveries of A Bachelor" is contemporaneous with Mrs. Stowe's "Uncle Tom's Cabin," is still in the land of the living, a sturdy octogenarian on his Edgewood farm outside of

New Haven. We would also draw attention to the study of Lowell as one of the finest in the series. Here — and indeed elsewhere throughout the volume — Dr. Vincent proves that he has solved the problem of writing criticism which while sympathetic, does not blind its eyes to faults. Unfortunately, along with a clear perception of limitations, goes not seldom the jaundiced eye which sees naught that is good; not so in "American Literary Masters," a book which never forgets that true criticism means appreciation where it is due.

Such is this study of our native writers, an introductory volume to a noble field. The gentleman-usher who bows us into the presence of literary good society has seldom performed his task with better taste and judgment or with more engaging manners.

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## SPOKEN ENGLISH AND ITS PLACE IN THE HIGH SCHOOL CURRICULUM.

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BY M. LOUISE ARMSTRONG, WOODWARD HIGH SCHOOL, CINCINNATI.

If we could say with all truth that every secondary school in this country had a place for the teaching of spoken English in its curriculum; if we were sure that equal periods of time were given to oral and to written composition and that every teacher, no matter what his special subject, realized the import-

ance of the work he could do in the promotion of the use of good spoken English, such a plaint as this would be unwarranted, such a plea wholly unnecessary. But, until such conditions do obtain and until concerted action along this line is being made, we dare not cease emphasizing the importance

of the subject, even at the risk of becoming tedious.

The tardy recognition of the worthiness of this subject on the part of many educators is attributable in great measure to its abuse on the part of many, so-called "Professors of Elocution." Nor should we censure these educators too deeply, even though we may and do regret their narrowness of vision, for hesitating to lend encouragement to the teaching of a subject in whose good name has been committed a multitude of sins, not the least of which is a tendency towards sensational display.

And yet, do not these faults offer a sufficient reason for the introduction of work along this line into the sane and temperate atmosphere of the school-room? Surely there, associated as it would be with other subjects, and correlated in its practice with many of them, its real value would become apparent to the students, and a proper appreciation of the many practical uses to which it can be put would be developed; there in its daily practice would be formed correct habits of oral expression that would lead the students to give appropriately various shades of meaning whether in ordinary, every-day speech, in the business relations of their lives, in reading aloud, or in public discourse. If, in our brief discussion we can say something that will help to remove existing doubts as to the real need there is for the teaching

of spoken English as a subject in the school curriculum, we shall feel that we are doing a little to promote a good cause.

Great stress is being laid upon work in written English in the schools, and this is as it should be; for though the student's later life may not demand of him much direct use of the written medium, he is, in its practice in school, developing such habits in the choosing of words, in the forming of phrases and sentences, in the building of thought into unified, coherent structures, as will stand him in good stead in *all* his work.

Some one calls work in written English, "Learning to talk in writing," attributing to it that great quality obtaining in the pages of all literary masters, which makes them really *speak* to their readers. When, as he himself says, King Alfred chose, in his translation of the Venerable Bede's great work, to use the language that lived on the lips of his people, he talked in writing and went directly to the hearts of them all. "Dante," too, as Lowell says, "found the common speech of Florence in which men bargained and scolded and made love, good enough for his use," and with that speech he made his pages eloquent. So with Chaucer and so with Shakespeare, the greatest of them all, — all these masters recognized the value of the principle that the *spoken* word is primary, the written secondary; that there is vitality, a

freshness about the spoken word which is lost when it becomes written; and, knowing this, they were constantly striving to regain this lost vigor, and in proportion as they succeeded in their endeavor, so is their work fresh and vigorous, robust, healthy and inspiring.

In the pages of the master wielders of the English tongue, then, we find the meeting place of oral and written English—the spoken and the written word; nor could we present a better argument than this for the constant and equal teaching of oral and written English to our students, the future wielders of the English language. Howells, Mark Twain, Kipling, Stevenson—how eloquent *their* pages with the elemental energy of the spoken word! And if, in our work, we succeed in making our pupils understand that this elemental energy lies in the *sound*-shape of the word, then are we training them to realize the equal value of oral and written language. “It is a mistake,” says a recent writer upon the subject, “to conceive a language as primarily written, of the real or standard language as expressed in visible symbols, and of speech, as only an artificial, secondary or derived form.. Precisely the contrary is true; no study of language is scientific that is not based on the grouping of its sound in its uses on the lips of men.” Is it not clear then, that from the standpoint of historic precedence we are war-

ranted in giving the oral expression of our language quite as much weight in our teaching as is given to its written form?

Educational theory and practice have changed our methods and our outlook in almost every branch of study in our schools; the text-book is being largely supplanted by the laboratory, activity in “acquiring and begetting” is taking the place of the passive receptivity of the last century and we know that new times are upon us. The demand is that the formal education of to-day shall be such as shall conform to the business and social life around us and into which the student will shortly be plunged; that he shall enter upon his duties in that life somewhat prepared for their performance; in short, that he shall be fitted to occupy his future position creditably and honorably and for the good of society. If such be the demand because of one’s future contact with the world, then for every such intent and purpose the teaching of spoken English must receive most careful and earnest promotion, for no period in all our history has made such demands upon the spoken word as the present for the expediting of its marvelous interests along all lines.

There has been no period where in the spoken word has needed more earnest, more constant attention in the schools. The days are gone by wherein the preacher, the political orator, the occasional lecturer made

their several pleas on their several hobbies in undisputed possession of the rostrum; to-day every one speaks, every one has some share in "passing along the good word," every one finds himself the bearer of messages by word of mouth to many audiences large and small. New York, San Francisco, New Orleans are next-door neighbors because of the quickness of communication between them by means of the telephone, and a language to be taught may be transmitted to the wax cylinder of a talking machine. The clerk realizes, in the exploitation of his employer's goods that he is enhancing his own value as a factor in the business when he succeeds as a salesman, and so he becomes, or aims to become, adept in the art of persuasion. That tramp of the business world, the commercial traveler, finds that he, too, must be active in this same art, lest he fall behind in that race for business growing out of all competition. The nurse, the physician, the teacher, the house-wife all know what an important part the voice plays in their contact with patient, or pupil, or servant. If then, in the business and social life the demand upon the spoken word is so universal, and so constant, and if the educational demand is that the work of the schools shall prepare the pupil to perform well his part in that life, it very surely follows that training in oral expression should

have a place in every school curriculum.

What better means of overcoming such conditions as make possible the stories that Myra Kelly tells! We smile over what these little citizens of Miss Kelly's school say and do; we are amused over the complications that ensue because of the misunderstandings that come from their curious misconstructions and mispronunciations of their adopted language; and we wonder how it is ever to be straightened and smoothed out for them, knowing all the while that their teachers must find the way. That way is indeed no primrose path, but it has many pleasant outlooks, and each new mile traversed rings with the music of voices whose burden is clearly, better, spoken English.

In the education of to-day the child is the important object of consideration at all times; as an individual he is to be developed to the utmost for his own sake, all his education is to aim at bringing about his best personality; as Compte says, "He has value in himself and this value must be unfolded to the greatest worthiness." Grant this, and there is no better means of promoting such growth than careful training in spoken English; not that this work is all-sufficient, but that it is *equal* in educational value to other subjects emphasized to a greater extent in the school curriculum. A student in this work must pronounce his words



well and voice his thoughts in clear, good English; he must develop a voice clear and strong and capable of many shades of expression; he must learn to reason and always to be perfectly sincere in what he says; and he must speak with such conviction as will bring a sympathetic understanding and response on the part of his audience. In all this work, in short, there is such development, morally, mentally and physically, that the individual value of each student must surely be promoted to greater and greater worthiness as it proceeds.

If, as the sociologist claims, the student is also to be trained for social ends, there is no subject that will do more for his development of power for those ends than this. Socially, altruistically his contact with the great world will be all the more worthy because of his ability to reach that world. There is plenty of sadness and dreariness and weariness in this world that is waiting for the sunshine of happy voices for its dispelling; there is plenty of misunderstanding and of misconception that is waiting for the quick stroke of a clearly spoken explanation for its correcting and there are loneliness and wickedness and a hundred other obstructions to human progress that could be speedily overcome, not only by the helping hand, but by the voice and speech full of courage and good cheer. A woman's voice is often the only music in a home, so, why

not impress this upon every girl even before she studies algebra and biology? Every boy can be made to realize what golden possessions are clear cut speech and good voicing, particularly when used for the dissemination of truth. Note the effect upon yourselves of a good, clear, resonant voice coupled with ease of diction and beauty of expression, and I am sure that you too will acknowledge that a woman with a sweet and gracious voice can exert through it in ordinary relations of life, without even knowing it, a better influence than she could by distributing religious tracts; that the mere mention of a voice that was toned by love and sympathy may continue to be a sweet influence long after that voice has been stilled in death; and that the influence of the voice for good or evil, in the domestic, social and all other relations of life cannot be estimated.

Our conclusions then, that the voice has a good or bad reflex action upon its possessor will be as difficult to refute as our statement that the world will indeed be better through the careful teaching of spoken English to its future citizens during the days of their formal education.

A recent writer upon the teaching of English in secondary schools says: "The teachers in a secondary school should by solemn compact bind themselves to foster in every way the use of good English in

the class-room. Under this agreement they would discourage slovenly and incorrect pronunciation, slipshod expression and weak voicing," and, one might add, all that goes to make poor recitation, or that leads to the flight of shy and uncertain pupils to those harbors of refuge, "Yes" and "No." "This," as the writer says, "is a counsel of perfection," but very much can be done by every teacher, both directly and incidentally to improve the student's spoken English.

The special teacher of the spoken word must do everything in her power to promote good oral expression, by constant insistence upon its practice by the student in all the departments of his high school work, and in her *special work* with him, if she fortifies him with a working knowledge of the common sense rules of such expression, her co-laborers should insist upon the application of these rules in all his recitations in their several subjects. It is not a rare thing to find students who feel that "elocution," as they like to call it, is a thing sacred to the room in which it receives special treatment, and that outside those sacred precincts extra efforts in spoken English are not necessary. In cases like this, the student is not the only "party to the crime;" the special work in other recitations, and the teachers of his other subjects should not credit him with "good work," unless it is *well recited* work. Such

cases as this are to be noted in every school, and they all point to the necessity for united efforts on the part of *all* the teachers in the school.

There is not a subject in a high-school course which does not offer many opportunities for the promotion of the student's power in voicing his thoughts. The work in mathematics, a subject typical of the intellectual alone, and the least suggestive of the development of powers of oral expression, even this work is conducive to exactness of expression. It is *exposition*, pure and simple; it begets habits of clearness of expression and promotes the qualities of conciseness and coherence. The sciences too, with their added demand for the use of description, can do just as much in this development of a student's power as is done by mathematics. I can imagine no better exercise for this purpose than a five-minute discussion of some biological process, some bit of complicated machinery like the linotype machine, some experiment in physics or chemistry,—a discussion for which the student has made some special preparation and throughout which he makes telling use of diagrams and sketches on the blackboard. Indeed, if each student in a class made just *one* attempt of this kind in a term, he would be so much the stronger because of it.

The work in history opens up a vast field for the student's exploration and offers numerous op-

opportunities for the discussion of his findings in that field and for expression of his own individual opinions thereupon. Indeed the teacher of history must be one of the most emphatic promoters of oral English work because the nature of her work demands it on the part of the student. The special teacher of oral English can in return do her part in the work in history, for by the careful study of literature selections bearing upon events, or individuals, or places, — for example "The Benediction," by Coppee, "Richelieu's Vindication," by Bulwer Lytton, or "Herve Riel," by Browning, — she can not only do her own special work, but promote the importance of historical work. Indeed, she has all the subjects in a high-school course at her disposal, and if she is keenly alive to all the opportunities they offer for a student's development, she will never find her work monotonous and uninteresting.

As for languages, here we have a splendid field to work in for both oral teacher and language teacher. Not to belittle the work in translation, I would say that while it does develop a power in the choice of words, the literal rendering demanded makes it awkward and ungainly as a direct instrument for smoothness and fluency of expression. But given the languages themselves, Greek, Latin, French, German, Spanish, I can imagine nothing better as a promoter of

fluency than a chapter in the sounding Greek, a story from Ovid, an oration from Cicero, a page of French or Spanish, or a tale in the original German. Indeed there would come to a student more than fluency in practice of this kind, for it would dawn upon him after all this is not a thing of "shreds and patches" which his halting translation makes of it, but a beautiful whole as representative of thought and feeling and culture as are the masterpieces of English studied by him. So while the student translates for the sake of the words and the thought they express, he should have much practice in the reading of the languages themselves.

The subject of English Literature offers the best of opportunities for an all-round development in oral expression, for to all the elements of vocal expression that are emphasized in the teaching of all the high-school subjects, it adds one more and insists upon its greater emphasis, and that is quality of voice, — "tone quality," called by some, "intonation," by others. The highest aim of the study of literature is not raking among the dust of dead languages for roots or atoms of grammar, nor is its highest result the knowledge of tenses and particles, but the power of understanding and loving what is beautiful in the works of great writers and in the world of nature. This power of understanding and loving once gained there is given

a new impulse, through this new literary exponent, to the great movement for the world's betterment. The *measure* of the development of this power within the student will be the vocal element of intonation.

The teacher of English Literature must awaken in the student the power of understanding and appreciation, and she must stir him to a susceptibility of the beauties within literary masterpieces. He must feel a thousand things within his own soul thrilling in unison with what was in the author's soul when he produced the master-piece, and which is voiced there. When this power of insight is awakened, when he begins to see something of the artist's own "measure of the infinite," then interpretive reading becomes possible, and *only* then. It may be that, on a day when the work seems almost wasted, and wearied and discouraged, one feels as if further efforts were useless, there will suddenly thrill through a tone, in the midst of the dull monotony, a note so in sympathy

with the soul within the line, so breath-taking in its sudden revelation of appreciation on the part of the reader, that doubts and worries fly away and, — it is a great day! Across the years the artist's soul has reached and found an echo in this student's soul — and they are kindred spirits! Even one such experience as this is worth the working for.

Our purpose is not to review all that can be done and is being done for the promotion of spoken English in this correlation of its teaching with that of the other high-school subjects, but rather to emphasize the fact that such correlation *does* promote it. A splendid movement in the cause of good spoken English could be developed out of such united endeavor as this, not only in the one school, but in all schools; and the climax of that movement would be reached, whenever a soul, roused at last to its full power of expression, should speak courageously and truthfully its message to the world.

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## A PLEA FOR THE UNFORTUNATE.

BY ELLA D. HOWE, MT. VERNON.

The Unfortunate Child — is he the burden we have been wont to consider him or can we find a way to transform him into a real blessing?

An experience which came to me a year ago led me to feel that perhaps the old idea is erroneous — that the presence of such a child may be a potent influence for good.

On the opening day of school, as I stood looking over the sixty little ones entrusted to my care, I discovered among them a little child whose pale face bore marks of the suffering of which his poor misshapen body gave evidence.

Something of the child's history I had known. Born with a child's rightful heritage, a fall in babyhood had caused an injury to the spine which kept him for years on a bed of pain, and made him a cripple for life — a poor, little hunchback.

His school life began at the age of eight, so he was in his ninth year when he came into my care, but was no larger than a child of six.

He had been fortunate in having for his first teacher one whose sympathy and care made his first year both profitable and happy.

My first feeling, I remember, was one of dread. The teaching of sixty pupils seemed a heavy task without this added responsibility. But this feeling soon gave place to one of pity. My heart went out to this child — my duty, it seemed to me, lay clear before me. This little lad whose fighting chance had been so lessened by misfortune must be my first care.

The first few days were experimental — and discouraging times they were. He was eager to learn and always gave such good attention until he became wearied. This

fact lessened the difficulty, for securing good attention is more than half the battle.

During the early part of the first session he seemed equal to the tasks assigned him. He particularly enjoyed the oral number work and thought quickly. When it came to written numbers his work was almost a failure. I worked with him and found that he understood the combinations and, with my assistance, solved the problems correctly. This led me to believe that the cause of his failure was fatigue. The work of writing the numbers, after the strain resulting from the previous work of the day, was too great for his frail body, and the result was that he was too tired to think clearly.

To prove this theory, I wrote the numbers for him during intermission the following day, and when I examined his paper I found the result more than satisfactory. From that time on I required him to do no written work that was not absolutely necessary, saving all his strength for the essentials.

Every moment of my time was necessary for the regular duties, so I devised a scheme whereby some of the children might be given an opportunity to help.

I think it is every teacher's experience that nothing pleases a child more than to be given some duty outside of his regular work, so I was never without willing assist-

ants. Only those whose work was satisfactory, both as to accuracy and neatness, were given the privilege of writing his numbers, and they seemed to consider this such a favor, that some who had done good work made it better in order to be helpers in their turn.

They seemed to appreciate the child's position and expressed their sympathy in many little kindnesses. He in his turn was correspondingly grateful, always showing his appreciation of every favor shown him. He never failed to reward those who helped him with his school work with a "Thank you," accompanied by the sunny smile which was characteristic of him.

One of the rest exercises in which the children delighted was a flag drill. In this the children marched around the room, singing one of their flag songs. I stood at one side of the room and, as they marched by, presented to eight of my best "soldiers" a flag, thus designating them to be the leaders of those who followed. I endeavored to distribute the flags so that each leader would have about the same number of followers. The child carrying the first flag led his "company" down the first aisle, the next flag-bearer marched with his followers down the second aisle, and so on until all were in position—the eight flag-bearers making a patriotic picture as they stood awaiting the signal to march. This being given,

they again made the circuit of the room, each leader giving me his (or her) flag as they marched by and it was again presented to some member of the "company" who had marched especially well.

This was one feature of school life our little lad did not enjoy. He seemed to feel his misfortune on such occasions and invariably asked to be excused from marching.

It was pathetic to see the poor little fellow sitting there, watching the others enjoying their exercise as only healthy, vigorous children can—patiently waiting until the drill was over. I pitied him, but I could not deprive the other children of what gave them such pleasure to spare him pain.

One day the thought came to me that he might present the flags. I called him to me and lifted him to a chair beside me, and told him he was to be my helper, that he should help me choose the ones who marched best, and could give the flags to them. This changed the situation entirely, and from that time on no child enjoyed the drill more than he.

It was such a pleasure to see him watch the children so carefully to discover any misstep or careless position and he seldom made a mistake in choosing those whom he thought deserving. They enjoyed it no less than he and they grew to look to him as often as to me for an approving glance.

An evidence of the children's selfishness and their interest in him was shown by their willingness to have him appointed permanent doorkeeper. It had been my custom to confer this favor upon different children, each one assuming the duty for one week. They enjoyed that as children do anything not in the regular routine, and it pleased me to see them make the sacrifice so cheerfully. They had already learned one of life's best lessons.

This was a particularly happy arrangement for him as it seemed to tire him to remain in his seat the length of time the children were accustomed to sitting, and the occasional summons to the door afforded him the needful change of position. For the same reason I frequently called upon him to do little things for me — anything that would necessitate leaving his seat.

His position as doorkeeper involved additional duties. When the children were dismissed from the room, it was his place to open the door for them and stand beside it as they marched out, and when the gong sounded at the close of recess, instead of forming in rank with the other boys, he was expected to come in at once and take his position by the door, ready to close it when the children came into the room. This, of course, was quite unnecessary under ordinary circumstances, but

in this instance it was a way to avoid any danger of accident to him in being jostled by some of the rougher children. These are only a few of the ways in which the children and I — for they were loyal helpers — added to the happiness and comfort of one year of this child's life, ways which would occur to any teacher to whom the needs of each child appeal.

At the close of the year, while not one of the strong pupils, his work was good and conscientiously done.

I realize that to the child himself is due the greatest credit for what he accomplished. Had he not been so determined to learn and taken the interest in his work that he did, I could not, with so large a school, have accomplished a great deal with him in the way of education.

In many respects it was my hardest year in the school-room, yet it is one of which I have the happiest memories — and many of them are due to the presence of my little unfortunate.

This much the year's experience taught me. Wherever is found a child, who because of affliction, is not the equal of the children with whom he is associated, it is within the power of the teacher to create in the hearts of these children a feeling of sympathy for and an interest in the weaker one. And what better lesson can they learn than just the simple art of being kind?

## MANUAL TRAINING IN PRIMARY SCHOOLS.

BY LOUHATTIE THOMPSON, COLUMBUS.

John Dewey says:—"If we seek the kingdom of heaven educationally, all other things shall be added unto us." It is in the spirit of seeking the kingdom, of trying to identify ourselves with the child nature and instinct, that we introduce manual training into our schools. It is the subject in which the child is naturally most interested. It forms the connecting link between the old, loved home life and the strange new world of school. When little Mary, who has said "Good-by" to her dolly with an aching heart, finds that in school she can make a blanket for its bed, or a rug for the doll-house floor, she realizes that school is not in another world after all. Or when active little Johnny is set to work to make a toy sled he sees some reason in the strange requests teacher has been making.

A child's first need is self activity. His body, mind, soul cry out for it. It is the only way in which he can grow into harmony with the great world about him. Manual training, more than any other school study, supplies the need. Another reason for the interest of the child in this work is the immediate and visible results which it shows. A child cannot look far into the future, and a paper tablet or chair which he

can carry away as the result of his day's work is worth far more to him than any future benefit that he cannot see.

During all his previous life the child's best lessons have been learned in play. In play he has created for himself all the life about him. He has been alternately doctor, carpenter, street car conductor, brick-mason and store-keeper. He has made after a fashion of his own all the tools needed for carrying on these various occupations. Why, as he enters school life, close this avenue? Why not make use of these instincts of creation and imitation? Let us study the child himself and learn Nature's method of training her own. Let the boy make in school the toys he needs in his play and through the making come in touch with the larger needs of mankind.

The objection is often made that manual training takes time which had better be spent on other school studies. This is not true, as through hand work much of the subject matter of such studies as number and form may be taught in a concrete practical way. In actually using number as a means to an end, in the counting necessary in folding, cutting and weaving, the child makes it his own as he can in no



other way. Beside this, the ideals gained in language, nature study and geography can often be best expressed by making the objects studied about. In learning to write or draw, the power over the hand which this training gives is a material aid. Especially is this true of a seemingly dull or backward child.

But in addition to these things and above them all is the value of the mental training which intelligent hand work gives. Try, yourself, to make the things asked of a First Grade child and you will find that it requires keenness of observation and accuracy in execution. These added to the will power needed to keep a child steadily and persistently at work till he has a finished product are the best reasons

for the teaching of the Industrial Arts in the Public Schools.

It is not as though we were advocating something new and untried. The introduction of manual training is not a dangerous innovation. It has long since passed the experimental stage and in most of the leading cities of the country is used with marked success. In Chicago, Indianapolis and Minneapolis manual training is as essential a part of the curriculum as reading or writing. Leaders in educational thought have long been sure that only by training the eye and hand and cultivating the creative power can full and complete development be reached. When we realize the value of this training, when we see how it meets the deepest need of the child nature, ought we or can we deny him its privileges?

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## HOW WE STARTED A LIBRARY.

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BY NETTIE STRATE, MT. VERNON.

Statistics show that a great per cent. of all our children who enter school have left at the age of twelve. If we have taught them how to read we have done well, but if we have also taught them *what* to read we have done better. Our aim should be to give them a basis for future reading and this can be done partly through our work in literature. But the boys and girls

must read. They will read and we must put good books into their hands.

Every school should have a library of its own, be it small at the beginning. It is all the better if the library has been put there by the pupils and is added to each year by the pupils.

A few years ago there had been special interest taken by the pupils

in our school in the reading of books furnished by the teachers out of their own libraries. The interest increased to such an extent that there was great need of a school library. The old-time custom of treating at Christmas time had been followed for several years previous. This year the teachers, thinking it was intellectual manna the children needed, took a vote in each room as to whether the gift they should receive would be candy or books. To the glad surprise of every teacher every pupil voted for books. Several of the children made donations of books from their own libraries and our school library was put on a firm footing.

The next year the plan of the Ohio Pupils' Reading Circle was talked over and each pupil asked to earn a quarter of a dollar to contribute to buying the books. They were given one month in which to earn it and at the expiration of that time an experience meeting was held. It was an enlightenment to the teacher as to the genius and talent her pupils had along financial lines.

One boy, who resides near a poultry yard, had gathered up the turkey feathers and arranging them in nice little bunches had sold them for brushes at five cents apiece. Some had run errands and done chores, while others had polished shoes, washed windows and scrubbed floors.

After buying our O. P. R. C.

books we added more books to the library. This same year the board of education gave us ten dollars and last year they bought our Reading Circle books for us.

Andrew Carnegie is not prouder of his own library or any he has endowed than our pupils are of their small library of from two to three hundred volumes.

After the pupils read the O. P. R. C. books they are numbered and put into the library and if teachers cannot raise money to buy more than the books of the reading course, those books alone will from year to year build up a library of very choice literature.

The O. P. R. C. will do three important things for the children; first, it will put good books into their hands; second, it will cause them to read a work on literature, one on history and one on nature study or geography instead of all fiction, which they will probably read if left to choose their own course; third, it will enable them to form the habit of reading, which if continued through the grades and then the high school will no doubt cling to them all their lives.

Several weeks ago the newspaper of a city had an account of a boy who had gone out into the barn the previous night, tied a rope around his neck, drew it over a rafter and fastened it to a cart wheel below. When found he was leaning against the wheel with his neck broken. It will never be

known whether it was intentional suicide or whether he was trying to perform some of the feats he had read about in dime novels or had seen performed at Pawnee Bill's show a few weeks before. It had been known that since attending the circus he had been lassoing the dog, cat and everything that came within his reach. While a certain teacher was relating the incident to her school and using it to bring out some valuable lessons, a boy arose and said he knew something that would cause a boy to commit suicide a great deal quicker than attending circuses, and that was reading dime novels. Previous to this in the talk the novels had not been mentioned.

Upon closer investigation the teacher learned that four of her boys and one girl were in the habit of going upstairs at night and under pretense of studying were reading the very worst kind of literature.

What good will all your teaching of arithmetic, grammar and geography do if at night your pupils are storing their minds with literature that will make them unfitted to be of any service to humanity? O, teacher these ten or fifteen minute heart talks will mean so much to you and your pupils and will perhaps be the time that some boy or girl will look back to as the time of his recovery and say, "In my darkest hours there came a friend and that friend was my teacher."

Those four boys and the one girl

have been led little by little until now instead of reading "Jesse James," "Nick Carter," etc., they are ready "Little Women," "Little Men," "The Peasant and Prince," "On the Frontier with St. Clair," "Heidi" and such books as will open up new meanings in familiar things and reveal the hidden relations of life to literature.

A library in your school will revolutionize the whole community. When our children take books home, in many instances, the whole family reads them before they are returned.

This year there have been two pictures painted and are hanging on the walls of my memory. One is that of an upstairs room. At the table is sitting one of the dearest little boys of my school. Spread out before him is a yellow-backed novel. The brown head is bending over the pages and the expression on the face is that of fright as he suddenly arises and runs downstairs to his mother, yet not daring to tell her the truth, but with his heart filled with deceit as he acts his first lie. My fancy does not dwell long on this picture as I behold another of a cosy living room in this same house. Sitting in front of a warm blazing fire is a mother with this same brown-haired boy sitting beside her. As she sews he is reading to her the story of "Widow O'Callaghan and Her Seven Sons"—all dutiful, obedient and loving boys. There is no look of fright

on the face now, no deceit in the heart and O, the wealth of joy and happiness that wells up in that boy's heart as he realizes the pleasure he is giving that mother.

Teachers, does it pay to go to a little work or trouble to put good

books into the hands of your pupils? Does it pay to be one of the factors in helping a boy to store his mind with wisdom and knowledge so that when the open door of opportunity comes he shall awake to new light and new life?

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## AGRICULTURE FOR ELEMENTARY SCHOOLS.

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BY PROF. A. B. GRAHAM.

### RELATION OF AIR AND HEAT TO SOIL.

In the article for October, attention was called to the fact that in the study of agriculture, the plant is the central point of interest. Upon its growth and decay depends the filling up of lakes and valleys with fertile material that plants, more highly organized, may thrive; upon it the washing of the hillside must depend for humus; upon it animal life must depend for food and a supply of pure air; again we look to the plant to beautify our yards and roadsides and to its parts which may serve in conventionalized forms to beautify the walls and furniture.

The eye of the agriculturist sees in the plant the seed for the next crop; shelter, fuel, clothing and food for his family and animals in his care; fertilizer for the fields and a supply beyond these needs that may be turned into the hands

of those who do not look directly to the plant to supply his daily needs.

The air supplies a very large part of the plant food that is worked over in the leaves from its gaseous state into a liquid sap that supplies the carbonaceous elements, sugar and starch in fruit and stem. Little thought is given to this greatest store house of plant food because its supply although ever on the move seems constant and inexhaustible. Since little or nothing can be done by the agriculturist to change the chemical or physical condition of free air, he needs to give it little attention beyond studying its behavior. The soil being more stable than the air it allows itself to be cared for and to be studied more carefully.

In the October article it was shown the root supported the plant by threading itself between the small particles of soil; it was stated also that roots obtain water and food from the soil.

In this and the following article a few experiments will be given to show why certain processes are performed by the farmer or rather why he should perform them. The language of an experiment often clarifies a whole page or chapter of words. Remember that while we may be performing the experiments with seeds, water, sand, loam, clay, etc., it is with a view to acquaint ourselves better with the soil, how to make it a comfortable home for the plant; how to make it contribute more bountifully to our need; how to improve and preserve its fertility.

#### NECESSITY FOR AIR IN SOIL — VENTILATION.

Experiment. — Soak some corn or beans in water for a day. Fill an open mouthed bottle or a Mason half-pint can half full of these soaked seeds. Pour in enough water to cover them about a half inch. Seal or cork very tight. If a cork is used seal it with beeswax, paraffine, or sealing wax that the air enclosed cannot escape. In a few days the seed will sprout; they will not grow. Remove the cork and carefully lower a lighted match into the bottle. The air will not support the flame. Such a change has taken place in the air, that fresh air is necessary that plant may grow.

Soils containing much free water need drainage that they may be ventilated.

Experiment. — Plant seeds in

well packed clay. Water well and keep cracks filled with fresh clay. Plants can't grow because of poor ventilation. Soil should be stirred and limed to make better conditions for ventilation. Liming cements small particles together, thereby causing more open solid soils made up of small particles.

Experiment. — Plant seeds in sand. Keep the sand damp. Seeds will sprout because of good ventilation but will not grow long if the sand is pure. It needs plant food — rotten leaves, wood, straw, etc.

#### NECESSITY FOR HEAT IN THE SOIL.

Experiment. — In each of two good sized flower crocks plant corn or beans at the same depth in rich soil. Place one where it is cool but not cold enough to freeze; place the other where it is warm. The one kept the warmest will sprout first. Soil must be warm.

How can the farmer have some control over the temperature of the soil?

Experiment. — Fill flower crocks of the same size with the same quality of soil. In each place a common house thermometer so the bulb of mercury is about three inches below the surface. Keep both where the temperature of the air is the same. Keep the soil in one very wet; the other should be kept damp. Which one shows the lowest or coldest temperature? Of what use are the underground drains and open ditches?

**Experiment.**— Place some very dry soil in one can or crock and in another some very dry clay. Place a thermometer bulb at the same depth in each. Don't water. Read the temperature in a few minutes and place both crocks in the sunshine so each will have the same sun exposure. Which will show the greatest increase in temperature? What color absorbs heat most readily? Why should humus or vegetable manures be added to the soil?

A very interesting experiment may be performed by having two sets of jars—one set containing dry sand, clay, and humus or loam, in separate jars, and one set containing wet sand, clay, and humus or loam. By having thermometers at the same depth in the soils, two very interesting charts can be made showing the hourly changes for the school day.

It is necessary that the soil be kept warm but not so warm that it becomes too dry. There are ways of making a soil warm by drainage and the addition of humus. There must be some means also of prevent-

ing too rapid escape of heat. It escapes with water that evaporates. Now if the rate of evaporation can be controlled the temperature can be controlled.

**Experiment.**— Fill each of four jars to within three inches of the top with the same kind of soil. Pour into each exactly the same quantity of water. Cover the soil in the first one with two inches of dry sand; the second, cover with two inches of loose dry soil of the same kind; the third cover with two inches of dry grass or cut straw and the fourth with packed soil of the same kind in the jar. Carefully weigh each and make a record. At the end of a week or ten days weigh again. Which jar has lost the least moisture? Which has lost the most? Besides ventilation and killing weeds, what reason has the farmer for stirring the surface of the soil in the corn field? Why is sandy soil rolled? Why scatter fine straw or grass on a yard just sowed to grass? A mulch may be dry sand, loose top soil, straw, partially rotten straw manure, or grass.

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## **SOME PHASES OF RECENT PROGRESS IN EDUCATION.**

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INAUGURAL ADDRESS AT INDIANAPOLIS BY SUPT. WILLIAM McCLAIN.

*Ladies and Gentlemen, and Fellow Teachers—Hoosiers and Buck-eyes:*

The frosts and snow of four win-

ters have fallen and in turn have been melted and their moisture wafted away by the gentle breezes of spring since we last met here.

The good things we heard and saw and the kindly spirit of hospitality on every hand extended to us on our former visit, are responsible for the large and representative crop of Buckeyes gathered here to-night. Many of our former co-workers, however, some who were with us on that other occasion, have finished their work; and the angels of heaven have caught up their white and beautiful spirits and borne them to the great home above to sit forever at the feet of the Master Teacher.

On our former visit here I was chosen member of the executive committee and now return to complete my service as an official of this the largest educational organization in Ohio. This is my first opportunity to thank you for the honor you so generously bestowed on me in making me your chairman for this year. It is an honor I appreciate highly and one which any school man, great or small, must value greatly, for our association is a very strong factor in shaping educational matters in Ohio, and by a ready deduction, if a factor in Ohio, a factor in the United States. Therefore I thank you.

As an organization we have always taken the greatest interest in the progress of education. We look on what has been accomplished along educational lines in recent years and we see that it is good. Much yet remains to be done, but

the spirit of the age is progress, and we are moving onto advanced ground. Let us, therefore, consider briefly "Some Phases of Recent Progress in Education."

When we think of the progress in architecture, transportation and commerce, we stand amazed and wonder how it has all been brought about. Yet in making an investigation we find that these advancements are practically due to the results to be obtained in the schools of our commonwealth. Such confidence have the people in our schools and teachers that they turn their children over to the schools to receive special training in any thing that seems too arduous for them. For example, the schools must teach sewing and cooking to the girls; and to the boys, the art of handling tools in wood and metal. Indeed, in some places the small members of the family are sent to the kindergarten to be looked after by the public school teacher so that the fond parent may have more time to devote to social functions. As teachers we do not object, but take the little tots under our care. Later we give them physical exercise that they may grow up to be stalwart men and women.

That our teachers may be thoroughly equipped for their work, we have state normal, or training, schools where the best and brightest of our public school graduates may receive instruction at a very moderate expense. The state is

coming to understand more and more that the teachers of her youth cannot be too well prepared for their duties.

A number of states are now maintaining centralized schools. To these schools the pupils of a large district are transported free of cost. The centralized school has this advantage over the old district school, that the pupils can be better classified and the school therefore does more efficient work and at a less expense to the taxpayers. Ohio stands in the first rank of states doing this work successfully. By centralization the attendance has been increased, and tardiness obliterated. These two facts in connection with the great benefits to the community which are brought about by the intermingling of the children, have in every instance silenced the opposers of the scheme.

Advance has been made possible by our legislature in providing for free text-books. School authorities in many places in Ohio have put in operation this law. By its provisions rich and poor pupils are alike supplied with the same school materials, thus fostering the new idea that every child has a right to be educated whether the father can pay the bill or not. Along this same line of equality we should mention the compulsory education law and the Boxwell-Patterson law. The Boxwell-Patterson law provides for free high school education to all the children of the rural dis-

tricts, children who have so applied themselves to their elementary studies, that they can pass successfully the examination prepared and sent out by the state school commissioner. That the rural districts appreciate this law, will be made quite evident by a visit to the high schools and an inspection of their enrollment. Many schools have this year 25 per cent. of their enrollment made up of pupils who have entered under the provisions of this law.

Uniform examinations is another step in advance. The state school commissioner now makes out for all the teachers' examinations in the state such lists of questions as he may deem proper, to the end that the teaching force may have at least one essential of success — scholarship. Let us hope that the day is not far distant when the state school commissioner will be clothed with much greater authority and with a salary adequate to execute his authority. Then we shall have greater organization and a better system in Ohio than we now enjoy.

The law that appeals especially to the pocket of the teacher, and consequently to his personal comfort and felicity, is the minimum salary law. It is to be hoped that the operation of this law will in a measure lengthen the service of the educational sex. It is a fact to be deplored that the fairer sex so far outnumber the sterner in all the schools of our government and pos-



sessions, except in Alaska alone, where the male teachers outnumber the female teachers. A still more deplorable fact is that the average life of the teacher is but four years. In the case of the male teachers, they go into commercial lines where promotions are more rapid and remuneration for service greater; while in the case of the ladies, they leave the profession because they become so imbued with the spirit of the truth taught the children, that we should love one another, and further they become impressed with the thought that it is blessed to be loved in general by all and in particular by one individual and that individual a man. Therefore it is the hope of those deeply interested in the cause of education that the minimum salary law will check the depletion of the ranks of our noble profession. When salaries are adequate and positions secure, the men will not go over to commercial lines, and our \$50 and \$60 girl will hesitate to cast her lot with the \$40 man.

Another reform has taken place in regard to the college entrance examinations that is bound to stimulate better work in our public schools. To-day teachers and schools are not judged by the number of pupils that pass the entrance examinations to colleges, but the schools of Ohio are judged by a representative of the college, who visits the school and reports the character of the work actually done.

The efficiency of the school is also judged by the character of the work done by its pupils after they are once in college. In brief, pupils are admitted to college on the certificate method. The plan is certainly a step far in advance of the old plan of examinations, and it meets with the hearty approval of the rank and file of the teaching profession. The best teachers and the best schools hope to do something more and better with their pupils than merely to fit them to pass the entrance examinations. They indeed hope to educate, *not* to take their pupils through a mere cramming process. It is quality and not quantity that is looked to now, and the greater emphasis we put on the quality the more advanced and permanent will be the results of the public school training.

Another advance is in the character of the great teaching force. To-day as never before the country is filled with teachers who possess the characteristics which make for a teacher's efficiency, such as scholarship, joy in learning and an equal joy in teaching, knowledge of the principles and methods of education, moral earnestness, justice, clemency, firmness clothed in gentleness, sympathy with the young and familiarity with their thoughts and ways. A few teachers have not only those characteristics, but also the crowning one of all, the distinguishing characteristic of every

great teacher, the power of inspiration, the power which transforms and vitalizes all other powers, a power which kindles in pupils moral and intellectual enthusiasm and leads them to lay hold on the higher purposes of education.

Thus it is that the school system of the United States has become very nearly a billion dollar institution, the largest and richest of all educational systems either of to-day or of any former period in the history of the world; a system which as to the integrity and efficiency of its public officials is unsurpassed by any country in the world. Many nations put their trust in standing armies and consequently spend more on their army than on their schools. The United States, on the other hand, puts her trust in her children and spends more on her schools than on her army and navy. Indeed so enthusiastic is Uncle Sam in regard to his children's education that he spends slightly more than 15 cents per day for the instruction of every boy and girl under his flag. He spends \$5,000 per minute on his schools, and, although compelled by this enormous expense to forego a garb other than striped trousers and a starry hat, yet he is satisfied and feels that he gets good value for his money and sacrifice.

Joseph Choate, our former ambassador to England, once said to a number of English professors: "Education is the chief industry of

the United States." And this statement is justified, for on comparison it is found that the United States spends as much on her schools as do all the nations of Europe combined.

Since the days of the three R's, the course of study has steadily been enlarged and embellished until to-day we sometimes wonder if we are not crowding out the essentials; yet if we make a careful investigation we find the pupils of our schools to-day are as far advanced in the so-called essentials as the pupils of former days. They have in addition thereto a vast knowledge of other subjects that makes life more worth while.

I am not so presumptuous as to maintain that Indiana, Ohio, or the United States has a monopoly of good schools. Nevertheless, there is one respect in which the American school stands absolutely alone — it is the only institution in which the children of all nations are taught to work and play together, to learn one language, and to be loyal to one flag.

We must not be content with the present status of education. We have advanced, but we must push on. As our organization has been an important factor in the progress of the past, may it continue to grow in usefulness and become an ever increasing factor in solving the educational problems of the future. Let us work together to accomplish the highest aims of education. To

this end let every teacher strive to attain the crowning characteristic, the power of inspiration. Then our schools will be filled with pupils who have intellectual and moral enthusiasm; and when these pu-

pils become the custodians of the nation's welfare, America will have not only the greatest school system, but also the best type of citizenship, a citizenship loyal to one flag, one country, and one God.

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## THE PUPILS' READING COURSE.

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BY H. H. FRAZIER, TIFFIN.

In the November number of the *EDUCATIONAL MONTHLY* appeared a statement that every pupil in the Tiffin High School is enrolled in the Ohio Pupils' Reading Course. Since the statement was published, so many questions have come to me, that I have asked the editor for a little space to explain our plan. I doubt not there are other schools in the state of which the same may be said, and that we are not pioneers in the pupils' reading course here in Tiffin. In the fall of 1900 the board of education, in all our courses of study in the high school, made the requirement that every pupil must read and present book reviews on at least three books a year, the books to be chosen from the list recommended for the Ohio Pupils' Reading Circle. This requirement was made in accordance with a suggestion made by the teachers of the high school and approved by the superintendent. In accordance with this requirement our pupils have been reading three

books a year for the past six years; and from one-fourth to one-third of them have been reading the fourth book, in order to get the certificate and finally the diploma issued by the Board of Control. This, the seventh year of our reading, finds a new course prescribed, with only three books in each year, and no options. So far as we have used the course, we like it very much, and think it superior to the former plan. Carrying out our regular requirement, this means that every pupil in the Tiffin High School this year will read a full year's course. Some of the classics, such as Shakespeare's plays, are studied in the classes taking the regular literature courses. In such cases, we do not permit pupils to make book reviews on these books, but require them to read another play, or book by the same author, under the direction of the teacher.

How are the books secured? Our board of education has purchased a number of sets under the name of

supplementary reading. Our public library, which co-operates splendidly with the public schools, has also purchased several sets. With these, and the help of private libraries in the homes and among the teachers, we have plenty of books. Credits are given for these reviews, and a pupil can no more be promoted without such credits, than without credits in his English or Latin. The plan of making reviews varies somewhat with different teachers, but is something like this:

All reviews are made out of school hours, in the morning or evening, one, sometimes two, pupils reciting together, and the recitation occupying about half an hour. The average number of pupils assigned to a teacher is about thirty-five. The review is oral and consists of questions asked with perfect freedom by both teacher and pupil. If at the end of the oral review, the teacher finds the pupil has not read carefully, or has failed to use reference books in connection with the reading, she sometimes asks for a

brief paper, to be prepared at the pupil's earliest convenience, covering certain points which she suggests.

I believe most of our pupils like these talks about books, and I am sure no teacher would allow them to be discontinued without a protest. In schools the size of ours and larger, we know too little of the pupil's real self, his home life, habits and tastes. These book review periods are the best opportunities I know how to devise, for the sympathetic touch between pupil and teacher, which means so much to both. Our teachers use the opportunities well. We find out what else the pupil reads, what his tastes are, how he spends his time out of school, what his views are on questions of moral value, both in his book and in the present day events of the world.

Here's hoping that every high school pupil in Ohio may have the chance to read the excellent course now offered him through the help of teachers who are fully alive to their duty.

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## SIMPLIFIED SPELLING.

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BY W. R. COMINGS, ELYRIA.

"Simplified spelling" promises to be more than a passing fad. It is backed by profound scholarship, by men of position and influence, by an

endowment that argues for permanency. If a reform of spelling is vital anywhere, it certainly is in the school-room. If it is accepted in

any large way outside the school, it certainly should be in them. This may justify the following notes, jotted down at random, and carrying with them only the impressions of a learner, not the conclusions of a scholar.

The "300" list and the literature sent so freely with it argue unification rather than simplification. The recommended spellings have already been very generously recognized by authors and dictionaries, especially in America. English authors still spell honor with a *u*, use *re* instead of *er* in theater, *oe* instead of *e* in phenix, *s* for the sound of *z*., etc., but in this country the reform is already well established. The past perfect forms recommended, such as *kist* for *kissed*, *nipt* for *nipped*, etc., hardly seem so objectionable to English as to American critics. Most of these forms are in occasional use.

Webster has accepted more than half the words, the Century six-tenths, and the Standard two-thirds, but nearly all are allowed as alternatives. Sixty-four words are perfect participle forms like *dasht*, *dipt*, *carest*. — Does *carest* suggest an uncertainty of pronunciation? So does *produce*, *contract*, *convert*, *extract*, and many others not in the list. Fifty-two of these 64 abbreviated participles can be found in standard authors, many of them modern. Forty-three words merely lose a superfluous *u* as in *labor*. Sixteen are of the theater (*re*)

sort. Webster gives 1,500 words having two or more spellings, not to mention derivatives; the Standard gives 1,850. Isn't it about time for somebody to move toward the establishment of a standard in spelling? The question is, has Mr. Carnegie hit upon sane and moderate men to lead in this movement. There is at least sanity in their moderation. The Philological Society, made up of the most scholarly men of the English-speaking race, recommends simplified spelling in 3,000 words.

Do the recommended spellings obliterate traces of derivations? In some cases they may do so, but in most they do not. For instance, *bark* is an old Dutch and Danish word. The English *barque* owes its form to some admirer of French in spelling. *Harbor* is more acceptable than the Englishized *harbour*, *harborough*, or than any of the sixteen or twenty other spellings before we get back to Icelandic *herberger*, an inn, a harbor. *Check* does not suggest the original *eschequer* quite so readily as does the English form *cheque*. *Licorice* comes from a plain French word of identical spelling, but *liquorice* has been more common. *Sithe* is a return to the original Anglo-Saxon form.

The argument that derivations are lost in the new forms finds little substance upon examination. Our knowledge of etymology does not depend upon present spellings

of any sort. Modern spellings are far less a guide to early forms than pronunciations are. The oral reading of Chaucer more readily suggests the thought than does the printed page. "The art preservative of all arts" is evanescent so far as English spelling is concerned. If early Anglo-Saxon and Latin spellings had been retained there would not now be a "simplified spelling" movement.

Roosevelt, the greatest American in America, a scholar, author, statesman, directs those whom he controls to use the simplified forms. Government Printer Stillings has adopted it for his department. This is independent of Roosevelt's dictation. New York City's board of superintendents has recommended the list for the schools of that city. Iowa's state superintendent has adopted the list officially for that state. The same is true in South Dakota. It is adopted also in Duluth. More than one hundred college presidents, one thousand college professors, three hundred superintendents of schools, three thousand teachers, the faculties of twenty-five or more normal schools, and thousands of business and professional men are pledged to its use.

Roosevelt, in replying to his critics, said: "There is not the slightest intention to do anything revolutionary or initiate any far-reaching policy. The purpose is simply for the government, instead of lagging behind popular sentiment, to ad-

vance abreast of it, and at the same time abreast of the views of the ablest and most practical educators of our time, as well as of the most profound scholars—men of the stamp of Prof. Lounsbury and Prof. Skeat."

Rupert Hughes says: "Educators favor the new spelling almost unanimously because they see the eternal droves of children goaded year after year through the torments of learning to spell a language which laughs at analogy and despises system."

W. D. Howells: "As it is we do not spell at all. We memorize the outward shape of words and put their infinitely repellant particles together as well as we can remember."

Mark Twain: "And we shall be rid of phthisis and phthisic, and pneumonia, and pneumatics, and diphtheria, and pterodactyl and all those other insane words which no man addicted to the simple Christian life can try to spell and not lose some of the bloom of his piety in the demoralizing attempt."

London Spectator: "It was Dr. Johnson who added the k to musick, rhetorick and physick. . . . Labor and honor and favor irritate many readers who style them Americanisms. But it was Dr. Johnson who introduced the unnecessary, though rather graceful u, and who wrote in addition, authour, error, and governour. The last spelling has only dropped out of the

English Prayer Book in the twentieth century. How many church-goers have noticed the change?"

One-fifth of the time in school is spent, at least in Elyria schools, in studying spelling. To this should be added much more, counting high schools and all, in consulting dictionaries, questioning the teacher, marking errors, making corrections, etc.

Every educational principle upon which teachers rely in other branches is upset or set aside in the spelling lesson. There is no resort to logic, no reasoning by analogy, no recognition of principles, no trusting to judgment, no application of rules, or when any of these are followed it is often to one's undoing. The greatest miracle of the ages is that children do sometimes learn to spell English words correctly. It is an art different from all others and difficult of analysis.

Can the bad be made worse by the revised list? Have these eminent lexicographers a long-headed plan looking toward a better condition? If they have, shall we thwart it? Does the opposition to simplified spelling on the part of teachers — and it exists in a large measure — lie, like the opposition to many other things, in timidity? It was once easier to let slavery alone than to oppose it. A century has not stilled the ridicule of Froebel and his methods. Forty years ago many educators found weighty

reasons why high schools should not be maintained by general taxation. Do selfish desires lead many to shun innovation and stick to routine? Are there those who will not see, will not investigate, who prefer to let others blaze the way rather than be called an iconoclast? If there are serious objections to the list being taught in schools, ought not those objections to be freely stated before over-enthusiastic teachers fall into error? The Spelling Board has informed the writer that a chart of the words will soon be ready for such teachers as may apply for it. Literature upon the subject is sent free to all applicants. The Board's address is 1 Madison Ave., New York.

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**THE RUBAIYAT OF ETHYLLE McFADDEN,  
SCHOOLTEACHER.**

By H. S. Piatt.

Why fret the soul with method and device?

For whether I to learning's fount entice

By lure or lash, the end remains the same —

The Board pays evermore the self-same price.

\* \* \*

In pedagogy's arid wastes I pine,  
On apperception's husks I lunch  
and dine,

And correlation's tasteless tincture quaff.

Haste, Hymen, be thy grateful  
refuge mine!

\* \* \*

See yonder diabolic imp that  
near

The door sits idle, with malicious  
lear,

And scorns both books and teacher.  
He shall vex

My soul no more, — I'll pass him  
on next year.

\* \* \*

Man's but the victim of revengeful  
Fate,

Who wreaks on him the venom of  
her hate.

And woman too. I skipped last in-  
stitute,

And now they get their pay  
throughout the state.

\* \* \*

Monotonous day treads on the heel  
of day.

Reports and marks and all the  
gaunt array

Of papers, lessons, meetings, and  
exams

File by. O Cupid, why thy long  
delay?

**"HIS CONVERSION."**

By L. M. Layton.

Hain't et a apple yet in school

Er thought uv playin' hooks;

Hain't doin' nuthin' else at all

'Cept readin' in my books.

Mom sez she thinks I'm gettin' sick,

Pop sez he'd like to know

How long 'at I kin stand the strain,

Before the bad lets go.

I comb my hair en brush my teeth

An' keep my face so clean,

'At Sis she sez, "I wonder what

On earth this spell can mean?"

But Tige 'nd me is all the ones

'Ats even gon' to know

The reason why I'm being good

Is cause I'm teacher's beau.

She sez she loves us ail so well,

She grieves when we are bad.

You bet I'll never cut up none

And make the teacher sad.

I'll lick the kid 'at worries her,

I told the fellers so;

Now that is all I ever meant

By bein' teacher's beau.





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NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES, BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE

WHAT a boy is doing depends very largely upon the attitude toward childhood of the one who interprets.

\* \* \*

WHY isn't it possible to make every school day as joyous to the child as the holiday? It is worth trying.

\* \* \*

NIGHT and rest come as a fresh benediction to him who, all day long, has striven to earn more than he receives.

How much more pleasant to be doing work such as ours than to be killing time in the hotel of some winter resort!

\* \* \*

WE feel sure that our readers will appreciate the fact that they have a rich feast in this issue of the MONTHLY.

\* \* \*

WONDER if parents ever feel that the school process is an interruption of the home process, or, possibly, an interference?

\* \* \*

EVERY township can have a library and a lecture course if only a teacher or some other wide-awake person will get at it and keep at it.

\* \* \*

To commercialism the traction line extends into the city; but to life, real abounding life, this same traction line extends out into the country.

\* \* \*

IF he is trying, by hook and crook, especially crook, to get a higher grade of certificate than he deserves, he must be a cheap fellow, pitifully lazy, and dishonest.

\* \* \*

IF only the teacher and the pupil could change places for a time, it is just possible that each one would find occasion to revise his opinion of the other.

RECOGNIZE the individuality of a boy, treat him as a person and you have taken a long step towards winning him to your point of view.

\* \* \*

A COMPLETE set of books of the pupils' reading circle for the eight grades may be had for \$10.30, and the teacher of enterprise and industry can soon raise this amount.

\* \* \*

WE should all continue to agitate, so that weak districts may have aid from the state. Then there will be no pretext for evading the Duvall law.

\* \* \*

IT is a hard task to keep from discounting the man who is forever telling you how much he has done for you, even assuming that he has done something.

\* \* \*

THE real teacher persistently refuses to take a little ten-cent fact in some branch of study and garnish it with seventy-five cents worth of Delsarte movement and rhetorical splendor.

\* \* \*

THE prime need of the child is wise guidance. If this is given him, he will get the information. If we whet his appetite and show him where the food is we may safely trust him for the rest.

\* \* \*

THE bath-tub is one of the most potent agencies in civilization. in

the good time to come every school building will be equipped with an inviting bath-room and its proper use will promote both learning and living.

\* \* \*

A TEACHER was an applicant for a place in a good school but when it was discovered that he writes answers to the uniform questions the gates were barred against him. He couldn't get into that school with a surgical operation.

\* \* \*

SOME of the aspiring geniuses who have a penchant for claiming the credit for the passage of all the good school laws should whistle "down brakes" or they may take credit for the late action of the Supreme Court in confirming the ruling of the lower courts in reference to pay for institute attendance.

\* \* \*

PARENTS often contend that, as the children are theirs, they have a right to keep them out of school at pleasure, but this view is contrary to the spirit of law. In legal school hours the children belong to the school and no amount of sophistry or sentiment can prove the contrary.

\* \* \*

THE best gift at any time of year is one that represents some sacrifice, that has caused the donor some work, some giving up of himself, that has given him some anxiety or trouble. To give some-

thing simply to get rid of it is no gift at all and does not represent the spirit of the Christmas-tide.

\* \* \*

FROM unofficial sources we learn that Commissioner Jones is quite willing to respond to the hearty encore that was recently given him and, judging from part experience, we are sure that he has in store for us something good in this second number.

\* \* \*

OUR November number seems to have struck a responsive chord in the hearts of teachers in Ohio and other states, but modesty forbids our putting the many floral offerings that have come to us on exhibition. Instead of strutting we prefer to spend the time in trying to make the next number better.

\* \* \*

WE must have something outside of ourselves to live on. Otherwise we live on ourselves—which is poor diet—and so consume ourselves. Thus we become emaciated, narrow, weak. Too much introspection is bad for us and the antidote is the right sort of altruism. Better, by far, to be up and doing, making sure all the while that what we do is worth doing.

\* \* \*

THE number of interests to which we can give attention is the true measure of ourselves. One man who has but one interest is single-barreled, while another who

has many interests is a Gatling gun. Generally, too, the man who has many interests attends to each one more effectively than the single-barreled man attends to his one. Education means an awakening to more interests.

\* \* \*

CARLYLE puts it thus: Philosophy dwells aloft in the temple of science, the divinity of its inmost shrine. Her dictates descend among men, but she herself descends not. Whoso would behold her must climb with indefatigable step; yea, he must linger long in the forecourt before he be admitted into her inner solemnities.

\* \* \*

EVERY first grade high school in Ohio that aspires to membership in the North Central Association owes a debt of gratitude to the Ohio State University for its work of inspection. The findings of the inspector are accepted by the Association and the schools admitted accordingly. The university assumes the responsibility and the expense of this inspection, which is certainly a boon to the schools.

\* \* \*

IF some of the time that we devote to figuring out per cents of absence and tardiness were spent in a sensible effort to decrease the amount of absence and tardiness, the community and the school would be the better for our work.

A statistician is one thing, but a superintendent of schools is quite another.

\* \* \*

SUPT. PIATT, in his poem in this issue has given us a good interpretation of the reflections of the gum-chewing, beau-every-night style of teacher who teaches school to get money for good clothes and matinee tickets. If we but read into this poem the delicious irony that the author intended we shall see in it a great pedagogical pronouncement.

\* \* \*

ILLINOIS is celebrating the opening of her first centralized school and, hence, is just fourteen years behind Ohio in this aspect of school progress. Kentucky is now agitating the question and, in due time, we shall expect to see centralization realized in that state. It is pleasant to note that educational journals have frequent occasion to cite the example set by Ohio in this very important work.

\* \* \*

ONCE again we have emerged from our annual spasm of foot-ball with the attendant hysteria and can now settle down to plain every-day work for two or three months. It is pleasing to note the diminution of serious accidents, due, no doubt, to the wise modification of the rules. In time, there will be such further modifications, let us hope, that the game will offer the maximum in

the way of physical development and the minimum of danger to life and limb.

\* \* \*

BISHOP SPALDING says, "We need men whose intellectual view embraces all the history of the race, who are familiar with all literature, who have studied all social movements, who are acquainted with the development of philosophic thought, who are not blinded by physical miracles and industrial wonders, but know how to appreciate all truth, all beauty, all goodness."

\* \* \*

HENDERSON, in his "Education and the Larger Life," says, "Work is the greatest fun of all the fun that is; only you must bring to it good health and high spirit and a love for the beautiful; and the work itself must be worthy, not cheap and nasty stuff, unnecessary toil that one can take no interest in, but sturdy, honest, manly work that you can put your heart into, and do because you have chosen to do it, and would rather do just that particular thing than anything else in the whole round world."

\* \* \*

DR. W. W. STETSON, State Superintendent of Maine, says: "A child who has not learned to obey cheerfully has missed the greatest blessing made possible by the home and the school. Their next great service is to develop in him a love

for and a habit of work. Unless the child delights in conquering difficulties through his own efforts and mastering the tasks assigned him, his home and school have brought him but little good and may have done him much harm."

\* \* \*

HERE is a paragraph from a recent work of fiction that is worth quoting: "Men are like trees. Some are hickory, some are oak, some are cedar, some are only basswood. Some are strong, beautiful, generous; some are small and sickly for want of air and sunlight; some are as selfish and quarrelsome as a thorn-tree. Every year we must draw energy out of the great breast of nature and put on a fresh ring of wood. We must grow or die. You know what comes to the rotten-hearted?"

\* \* \*

Now that teachers are assured of their pay for institute attendance it would seem that institute work might be distributed somewhat. For several years many of the institutes have been crowded into the later weeks of August. If the institute season were made to cover eight weeks of vacation time, beginning just after the close of summer school, the plan would prove advantageous in many respects. The commissioner could visit more counties; the Reading Circle people could organize their work better; and the executive committees

would have less difficulty in getting the instructors they want.

\* \* \*

A WISE superintendent who is also a city examiner was looking over the credentials of a new teacher who brought a certificate from another county. This teacher was expecting an examination that would continue throughout the day. At the end of ten minutes the superintendent said, "Your examination will be held on every school day of the year and I shall do my best to help you make it successful. Your work in the school-room will be the test by which I shall judge of your ability as a teacher and mine will be the judgment of a friend, not a critic." And the young lady went home happy and is doing better work to-day because of that day's experience.

\* \* \*

PRESIDENT ROOSEVELT is constantly furnishing texts for the paragraph writer. Here is one that is fraught with great significance: "Above everything else I admire the man who does things." The things done, of course, need to be worth doing, as everybody understands. Moreover, they need not be sensational, or spectacular in order to be of value. The "cup of cold water" is neither and yet it shows large for the giver. The business of teaching affords unnumbered opportunities for just such acts and, as a rule, teachers

are quick to see and seize these opportunities. Great is that teacher who thinks out things to do that are right and that are conducive to the progress of school and people.

\* \* \*

THE study of agriculture in our schools can be made far-reaching in its influence upon our civic life. It tends to foster higher standards of living and doing among the people of rural communities and this inevitably means better conditions all along the line—better homes, better buildings of every sort, better fences, and, at no distant date, better roads. Indeed, the question of good roads has become quite prominent already, and very soon we hope to see a positive demand that our roads shall become objects of pride to all the people of Ohio. The teacher in the country school can do much to help on this most commendable enterprise, for he is in position to foster the right sort of public sentiment.

\* \* \*

SILAS STRONG is one of Irving Bacheller's characters, a lover of the woods and a real philosopher. Silas always carries a note-book in which he jots down, from time to time, the products of his philosophizing. Here are a few of his choicest bits stripped of the dialect: "Trouble is like small-pox. Thing to do is to keep it from spreading." "Man that makes trouble sure to have most of it." "Folks

can't be better than the air they breathe." "When a man's mind is on his stomach, it can't be anywhere else." "A fool gets so big in his own eyes that he never dares quarrel with himself." "God never intended for a man to see himself or else he'd have set his eyes different." "A man who loses his temper has nothing left but a fool." "Best way to keep ten commandments is to keep your mouth shut."

\* \* \*

THE normal work of the school is not so hard as that part which imposes upon the teacher the work that the home should do. Right here is the greatest hardship of the teacher. About all the troubles of the school would vanish if pupils were trained at home to habits of order, systematic work, method, obedience to authority and the like. The teacher knows this well enough but says little or nothing about it for the reason that a revelation of the inner truth would do no good and would probably militate against her higher success. So, we must go on doing our own work and trying our best to have the home feel the kindly influence of the school. The boys and girls who give us least trouble and greatest joy are those whose home training is right.

\* \* \*

ALBERT SHADLE is twenty-one years old and for three or four years taught in a country district, meeting with much success. This

year he declined a re-election and entered high school in one of the large cities of Ohio. He lives fifteen miles outside the city, but makes the trip each day on the traction line. He expects to graduate from the high school this year and then continue his work in college. Before he completes his college course he may feel that pock-ets are a delusion so far as they are designed to hold money. But what of that! He is living and life is joyous. He is living up to the be-hests of his inner self. Besides, no one doubts, for a minute, that there will be work for him to do when his college work is done and that he will earn more in the succeeding five years than he would have earned in the ten.

\* \* \*

Ах, but suppose Beethoven had not thrown the cold soup into the face of the footman! Why, in that case, we should have had waiters serving cold soup to us, instead of hot, world without end. It is only the artist who can protest against inartistic things and inartistic ways of doing things. Possibly the world called Beethoven's act petu-lance or impoliteness. Kent answered that in the words "Be Kent unmannerly when Lear is mad." Better that one man should be im-polite for a minute than that all men should have cold soup always. Besides, this impolite man was the true reformer — and people who want to go along in the same inar-

tistic way call every protest against their way impoliteness. That's an easy excuse for their own way of doing things.

\* \* \*

A SCHOOL boy is authority for the statement that many boys from eight to ten years of age do not know the points of the compass out-side the school room. This is sim-ply saying that they become con-fused by their study of the book. Right here is the place for great care and the wise teacher will con-nect the text-book with actual con-ditions. There should be a few geography lessons out in the school yard, with the book in hand and with the top of the book toward the north. Let the Hudson river get to flowing toward the west in the school-room and it will continue to do so all through life despite all the theorizing that can be brought to bear upon it. Right now is the time to set matters right.

\* \* \*

WE are often told that education is growth and, that being true, it follows naturally that the process continues throughout the entire period of twenty-four hours every day in the year. Moreover, it has to do with the child's every activ-ity as well as his sleeping hours. True, we teachers can not control such matters as diet, clothing, bath-ing, the ventilation of homes, and the care of the child's body general-ly, but we can do much in the way

of incidental or direct suggestion. Insufficient or unwholesome food at home can work disaster in the recitation. Cleanliness of body is a great aid to good work in school. Eight hours of sleep in a well ventilated room, make for progress in arithmetic. All these matters are vitally connected with the educational process and the wise teacher will find ways of emphasizing these matters to the children, and through them, to the parents.

\* \* \*

GREAT BRITAIN has no screen doors or windows for the reason that Great Britain has no flies. But, by way of compensation, Great Britain has midges. Now midges are about the most pestiferous little animals known to zoology. They can create an amount of discomfort out of all proportion to their size. The nearest approach we have to them in the United States is what is known as nagging in some of our schools. This microbe has been known to destroy the peace of mind of many a child and put him out of sympathy with everything pertaining to school. It produces irritation, ill-temper, and, very often, heart-burning and tears. So that if we must make a choice between British midges and American nagging, by all means give us the midges.

\* \* \*

WE are greatly pleased to present to our readers this month the faces of quite a number of our vig-

orous, progressive high school principals. They are doing good service for the high schools of Ohio and for the cause of education in general, and it is altogether fitting that their service should receive the recognition it so well deserves. They are nobly answering the call for higher and better things in our schools and the MONTHLY takes this occasion to congratulate them upon the earnestness of their endeavors and to wish them still greater success. These are they who have come up through the trying ordeal of hard work and are now coming into the fruition of the hopes of years. All honor to this noble band!

\* \* \*

A TEACHER, a short time since, was offered a more lucrative position but hesitated about accepting because of the many educational interests which were engaging her attention. Certainly, that's the reason she was sought out and invited to take the better place. She is alive; she is wide-awake; she is progressive; she sees things to do and sets about doing them; she doesn't need a guide-book to direct her educational travel; she has initiative, energy, and industry. Such a teacher is always in demand, for there are always people about who see what she is doing and are glad to sound her praises to other people. There is no luck or mere good fortune connected with her promotion. She is advanced upon merit.



It will be noted that our advertising pages are unusually rich in suggestions this month, and we feel certain that all our readers will give these pages a careful perusal. We are very careful to accept only such advertisements as we know to be reliable. We have frequent calls for advertising space that we feel we must decline, for the reason that we can not vouch for the firms who make these calls. We refuse all such advertisements as savor of speculative investments, for we feel it due our readers to keep our advertising pages clean and high-grade the same as other pages. If our readers have occasion to patronize any of the firms represented in this issue, we shall esteem it a favor to have them mention the "ad" in the MONTHLY.

\* \* \*

TO TALK shop all the while is not good form and, besides, it tends to interdict the sort of rest that is needful for to-morrow's work. Teachers need not be any less devoted to their work if they refrain from talking and thinking shop for a few hours each day. What the teacher needs is resourcefulness and this can not be had from a constant dwelling upon all the numberless items that make up a day's work in teaching. We need to abandon our burdens and with abandon, if necessary, in order to gain that reserve power that is a prime requisite in successful teach-

ing. If we could forget the children for an hour or two each day as completely as they forget us they and we would all be the gainers when we resume our work with them. Shop-talk does not improve the evening meal.

\* \* \*

MR. FOSTER COPELAND lives in Columbus. He is president of a bank, is connected with two shoe factories, and a director in half dozen or more other companies. He is active in Y. M. C. A. work as well as church and Sunday-school work. He is one of the most generous and benevolent men in his city. This is a record that any man might aspire to, but it is far from telling the story of the man. The secret of the man is that he loves his fellows and wants to help. This is the golden key that unlocks the palace, this is the talisman by whose magic the man is revealed through his works. All unconsciously he is building a monument to himself day by day and this monument is in the hearts of men, women, boys, and girls, to whom he is giving light and joyous hope.

\* \* \*

COLUMBUS will teem with school people during the holiday week and many are looking forward to this week with pleasant anticipations. The various associations are now preparing their programs and an earnest effort is making to have these programs represent, in an

adequate way, the progress we have made during the year just past. We have taken a long stride forward and the spirit of the work in all these meetings will make this fact quite evident. There is greater honor in being a member of the teaching profession in Ohio to-day than ever before and, hence, these meetings will be full of hopefulness and helpfulness to all who attend. The prospect seems bright that the number present at these meetings will run into the thousands.

\* \* \*

To visit a school in which good teaching is in progress is a joy to every one who appreciates the difference between this sort of teaching and the other sort. When one sees this good sort there is never any thought as to the grade of certificate the teacher holds. Indeed, the certificate has but little to do with this sort of teaching. The examinations that are in vogue never could have discovered this teacher's power with children. There are people with high grade certificates who cannot teach school, and yet we go right on in the same old way assuming that the way to discover a teacher is to drag the applicant through a labyrinth of stereotyped questions. If she escapes alive she can teach school. Everybody knows better, but we have contracted the examination habit.

\* \* \*

It would be well if school people in all parts of Ohio would read

again the Put-in-Bay address of Dr. W. O. Thompson, which was published in the MONTHLY for July and then give it large publicity through their local papers. The plan which he advocates should be discussed at teachers' meetings so that all who are interested in the welfare of the schools may become thoroughly acquainted with what he proposed. The following paragraph may be made the basis of discussion upon which he builds: "As these discussions, as it is the foundation at present you will observe that about one-third of all public revenues go to education. For that portion collected and distributed by the state about one-fourth goes to education. I would banish all school revenues as such and leaving the sum total of taxation the same would enact that from 40 to 45 per cent. of all public revenues be assigned to education."

\* \* \*

DEAR SIS: Yes, I'm teaching school, but not hilariously. I haven't had the heart to write you since I took the examination. I got a certificate for one year when I was expecting one for five. You see I'd been studying up on the second-hand answers till I thought I was plethoric with information. Now I feel as I did when I crawled in under the tent at the circus. I feel as if I were eating at the second table, and eating with a knife again at that. I know now how a tramp must feel when he's beating

his way on a freight. I feel as if I ought to get out an injunction against myself. My ignorance makes me ache and I envy you your work in college. Instead of a concert of artists I feel that I've been trying to revel in the "canned music" of a phonograph. If I live through this I'll get some education before I try another examination. No more "hand me down" answers for me. After my experience with them I feel like a sort of imitation man and am wondering whether I ought to go to a kindergarten and play with rag dolls or to an old ladies' home and crochet pulse-warmers. If my self-respect should continue to ebb I'd soon take to carrying my tooth-brush in my vest pocket again and wearing a celluloid collar. I think I shall take the looking-glass out of my room so I can't look myself in the face. Don't you remember how we used to laugh at the young chickens, about half-feathered out, after they had been caught in the rain? Well, I feel just like those chickens looked. I have signed a pledge to abstain henceforth forever from this sort of predigested pabulum.

\* \* \*

SUPT. JOHN A. WOOD, of La Porte, Ind., writing for the *Educator-Journal* on the subject of manual training, among many other good things, has this to say: Manual training is often confused with industrial training. These dif-

fer in that manual training deals with constructive problems primarily for their educational and disciplinary values, striving to give the child a broad basis of co-ordinated experiences of hand and mind as his leverage in attacking the problems of life, while industrial training proper aims at the completion of merchantable or marketable products. Industrial training finds great excellence in automatic and mechanical execution as means to pecuniary advantage. Manual training finds its great excellence rather in the keener intellect, more accurate muscular control and judgment. Manual training will ever be a disappointment to the craftsman, for it can never give enough to any one line of industry to make the pupil a master of all its tricks and technique as did the apprentice system, but to education, it will always be welcomed as an additional means by which the sleeping faculties and interests of the child may be awakened to carry on his work in and for the world. Many a child who is dull in his books and uninterested in school work can excel in hand and tool work and his excellence in this respect raises him to an equality with his fellows, but when judged by scholastic attainments alone he stands hopelessly inferior. More than this the very awakening that comes through manual training and working with tools often gives a start intellectually and morally.

**A GOOD OFFER.**

The MONTHLY is constantly declining to make combinations with other publications, for the very good reason that we do not care to combine with that sort. However, we shall depart from our custom and offer the MONTHLY and the *World's Events Magazine* both for one year for *one dollar and twenty-five cents*. This we do for the very good reason that we know we shall be doing a real service to every person who accepts this offer. The *World's Events Magazine* is a publication that can safely be put into the hands of any person. It is clean, wholesome, stimulating, and contains a wealth of information that is good for homes and schools. The writer of these words is connected with a school that subscribes for thirty-two copies, and teachers and pupils would be glad to have the number increased to one hundred. The editor is Dr. S. D. Fess, recently elected president of Antioch College, at Yellow Springs, and for many years connected with the Ohio Northern University at Ada. His high character and scholarly attainments are a guarantee of the excellence of this journal, without further comment.

To any one who sends us one dollar and twenty-five cents in cash both magazines will be sent for one year. Present subscribers to the MONTHLY will be credited with an additional year's subscription on

our books. This offer holds good only till March 1st, 1907.

**OHIO ATHLETICS.**

The committee of the Western Ohio Superintendents' Round Table, appointed to effect an organization of the inter-scholastic athletics in Ohio, believes there should be a general organization for the control of interscholastic athletics throughout the state.

It therefore requests that the president of this organization appoint a committee of five; one from each of the following sections of Ohio: the central, northwestern, southeastern, southwestern and northeastern, to act as a temporary central board of control, to formulate a plan of organization, to draft a constitution and rules to govern interscholastic athletics, and to bring about the formation of an Ohio interscholastic athletic association.

We also request that this association appropriate a sum of money sufficient for printing the constitution and rules to be prepared by this committee, and for mailing them to the schools concerned.

Respectfully submitted by the committee,

J. W. CARR,  
W. P. COPE,  
F. C. KIRKEKDALL,  
WM. MCCLAIN,  
GEO. R. EASTMAN.

In accordance with the above resolution the following men have

been appointed to carry out the suggestions of the resolution: Chairman, Geo. R. Eastman, Dayton, representing southwestern Ohio; Prin. Harlan E. Hall, Mansfield, northeastern; Supt. E. A. Hotchkiss, St. Marys, northwestern; Prin. W. H. Rice, Chillicothe, southeastern; Prin. E. P. Childs, Newark, central.

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**CENTRAL OHIO SCHOOLMASTERS' CLUB.**

The first meeting of the year was held at the Southern Hotel, Columbus, Nov. 2. After the inner man had been regaled Dr. W. O. Thompson read a paper on "Accrediting High Schools," which was clear, forceful, and comprehensive. Quite an animated discussion followed by many of the members and some of the guests. Prof. W. W. Boyd, speaking *ex cathedra*, illumined the whole subject in a way that made it appear larger and almost new. The guests of the evening were: Dean H. C. Minnich, Dean H. G. Williams, Supt. W. McK. Vance, W. B. Skimming and Lewis Cox. The following were elected to membership: Supt. W. McK. Vance, Delaware; President Herbert Welch, Delaware; Supt. C. B. Stoner, Mt. Gilead; E. B. Stevens, Columbus; Prin. C. C. Patterson, Springfield.

Those present were: J. T. Tuttle, C. L. Boyer, H. A. Cassidy, W. C. Brashares, Wm. McClain, W. H.

Rice, M. J. Flannery, W. H. Siebert, D. R. Major, C. L. Williams, E. P. Childs, H. L. Frank, Wm. McPherson, T. Otto Williams, Wm. McK. Vance, W. W. Boyd, Wm. T. Magruder, J. V. Denney, J. H. Snyder, C. D. Everett, J. A. Shawan, C. S. Barrett, E. A. Jones, W. F. Peirce, J. D. Simkins, J. G. Leland, L. W. MacKinnon, J. S. Alan, E. B. Cox, L. B. Demorest, H. G. Williams, W. B. Skimming, E. L. Mendenhall, H. C. Minnich, W. O. Thompson, M. E. Hard, T. J. Sanders, L. D. Bonebraake, J. A. Bownocker, Edward Orton, Lewis Cox, F. B. Pearson.

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**SUPERINTENDENT JOHN E. MORRIS.**

At last we have discovered a school man who was not reared on a farm but, in spite of this fact, he is a success. However, it must be said that he is an expert gardener and is a devotee at the shrine of Nature in all her moods. While Supt. Morris was born at Scranton, Penn., as soon as he came to the age of discretion he came over to Portsmouth, Ohio, and has lived among us almost continuously ever since. He attended the schools in Portsmouth, Cleveland and Alliance, graduating from the Alliance high school and Mount Union College. He began his teaching in the high school at Leetonia, was superintendent at Newton Falls five years and at Garrettsville four years. Then he spent one year in

**t**ravel and study in Europe. Upon **h**is return he became superintendent **a**t Greenville, Pa., and five years **l**ater came to Alliance, where he has **s**pent fourteen years at the head of **t**he schools and has two years yet to

committee of the Ohio Teachers' Association and at the present time is a member of the Committees on Legislation and Education of this body. He has done institute work in Portage, Trumbull, Ashtabula,,



SUPERINTENDENT J. F. MORRIS.

serve. For the past two years he has been superintendent of the Lexington township schools, in addition to his other duties. He is an active member of the National Educational Association, has served as secretary and member of the executive

Lake, Geauga, Summit, Cuyahoga, Stark, Carroll, Columbiana and Marion counties, and in some of these counties he has worked four years. He takes an active interest in all educational meetings and believes that much good comes to the

schools through the efforts of teachers in the way of self-improvement. He has been a delegate to two Republican State Conventions, but thinks less about politics than of his work in the schools. His wife, his two daughters, his home, and his work — these are his life. He is always an active agent in promoting the welfare of the community and is, therefore, accounted a good citizen. Such are the externals, but behind and below all these is the man himself, and these externals are but expressions of the real man. He is modest, he is sincere, he is true to himself and, therefore, true to others. He has faith in people and they have faith in him. He never gives out a false note and has no inclination to pose. He does his work honestly and well and finds great joy in the consciousness that his work is done well. He does not gloss over work to make an appearance. The ware must be sterling, not plated, to merit his approval. These qualities render him conspicuous among the school men of Ohio, for we have all learned that he is absolutely trustworthy and has the courage to stand firm on the right side of all questions. He would far rather be right with the minority than wrong with the majority. In the right, he believes that the majority will soon be on his side. More and more is the world coming to put a premium upon such sterling qualities as Supt. Morris possesses.

#### A LETTER FROM DR. BURNS.

DEAR EDITOR: — Will you allow me the use of your 'phone for a while? I earnestly desire to speak to the Circle, and particularly to the good men and women upon whom devolve *the duties of County Secretaries*. If those who served last year should recognize a number of paragraphs, I shall be complimented; if all should keep it for reference while on duty, I shall be grateful.

Long before this time most persons who intend to pursue faithfully the year's reading have begun it. As you can find or create opportunity, try to implant or freshen up the notion as to what real reading is, and the great help it is to every member to meet with others for frequent quizzes and reviews, with earnest searching for the author's thought and wide opening of the soul to the music of his utterance.

In recent reports I have spoken of the "Reader's Statement." In the Reading Circles of certain states examinations of some fashion are held. Our board does not think of attempting this, but a minute's reflection will convince you of the value of the paper named — a deliberate declaration in writing by the signer that he has not only paid the fees — which fact might be otherwise obtained — but that he has faithfully done the reading, of which he is the most competent witness that circumstances allow us

to put upon the stand. He makes the deliberate declaration that he has done two things; without the first he has no rights in the case, without the second, a diploma is a sham.

About March 1st you will receive blanks for the annual report of your county. Please do not "mislay" them. Insist that the leaders of your local circles, and individual teachers who do not belong to clubs, report to you by May 1st. The names and fees should have been sent you in the fall. But "there are a sort of men" who join without joining; stand on the divide between within and without and wait till spring and, sometimes, summer, before determining whether to pay the fee, meanwhile reading the books. This is not a good way.

The County Secretary's report gives the number of members, their names and addresses. Certificates for these will be sent promptly to the Secretary upon receipt of his report. Notice, please, a person is not entitled to a certificate for having merely paid the fee.

This report also bears a list of those who claim diplomas. To each of these a "Statement" will be sent from this office. This, if the recipient sees that he can truly fill it up, must be so filled and returned to me without delay. There is no reason for the call for diplomas "at all months" of the round year. After the publishing of the bulletin in

June, no more diplomas will be issued during the Circle Year 1906-1907.

The diplomas are filled out by a professional penman. It takes time. Where but one or two are due in a county they are sent to the individuals; when a larger number, it seems better to retain them till near the time of the county institute and then express or mail the package to the County Secretary for delivery at the institute.

Diplomas which attest courses of reading for four years, for eight, twelve and twenty are now issued to those who rightfully put their claim. It is the desire of the board that every person who is entitled to either of these should receive it, but that no diploma shall find its way to one who is not entitled thereto. The O. T. R. C. diploma is appreciating in value in the estimation of the public. In at least one city of Ohio the Board of Examiners do not require the holder of an eight-year diploma to pass an examination in literature. This recognition is appreciated by the Board of Control, and I think I may, in its name, suggest the same to other examiners. And if our worthy commissioner should extend the custom to the counties it would give aid and comfort to the O. T. R. C.

In certain parts of the state—townships and cities—a new and quickening interest in the Pupils'



Circle has sprung up. May it take in all the territory!

Unless the fair signs prove delusive the O. T. R. C. will count ten thousand this year.

Yours very truly,  
J. J. BURNS.

### "RATIONAL LIVING."

#### THE PURPOSE OF THE BOOK.

The editor has asked me to say something that might be helpful to teachers in their study of my book on "Rational Living." I have not been certain that there was much that I could add to the book itself that would be of especial assistance to the teachers who may be studying the book, but it may possibly be worth while to indicate from different points of view what the purpose of the book is.

First of all, as the main title indicates, the attempt is to make a little more clear, in a somewhat systematic and thorough-going fashion, what the real principles are that a man must follow if he is to live rationally, and to do this not in the way of simply miscellaneous suggestions, but to gather all these suggestions about certain great principles derived from the study of human nature. As it is the great business of the educator, after all, to make rational men and women, it would seem as if the purpose of this book should be directly in line with the underlying purpose of every true educator.

A second purpose of the book is indicated by the sub-title, "Some Practical Inferences from Modern Psychology." As all educators know, the great advances of modern psychology belong to the last thirty years or so. Within that period an extraordinary amount of attention has been given to psychology in all its aspects, and especially to physiological and experimental psychology, and in connection with these thorough investigations of the psychologists have been coming out many suggestions of great practical importance, or at least new and forceful reasons for the old suggestions. It seemed to me a great pity that these practical suggestions of the psychological investigations should not be available for all intelligent readers. Certainly a careful study of human nature ought to be of the greatest value for the guidance of life. I believed that the results of psychological investigations proved that that was so, and I sought, therefore, to bring together what seemed to me to be the most important of these practical suggestions. I aimed to give at the same time enough of the psychological evidence upon which the practical inferences were based to enable a reader to see for himself the grounds of each suggestion made. To give unity to this discussion, I have gathered all the practical suggestions about what seem to me to be the four great summarized propositions of modern

psychology: that *life is complex*, that *man is a unity*, that *the will and action are of central importance*, and that *the real is always concrete*. The large amount of quotation which the book contains is, of course, due to my desire to put the reader into first-hand contact with the psychological sources themselves, and so to enable him to have a kind of independent judgment with reference to the practical suggestions I have drawn from the psychological material.

The purpose of the book might be stated in still a different way, as given in a single sentence of the preface: "The discussion aims to give in the field of practical living something of that sense of unity and sureness that the investigator in natural science has and that can come only from a knowledge of the laws involved." My meaning here, I am sure, must be entirely plain to most readers. I was confronted with the fact that the great scientific advances of our times in the control of the forces of nature were wholly due to the fact that through careful study the laws of nature had been discovered, with their implied conditions, and so there had come the power, through the fulfillment of these conditions, to use the forces of nature. In the same way it seems to me that a man is to face *his own nature—physical and mental*—and through the discovery of its laws and conditions to come into control of it. Thus ultimately it

is a statement of these fundamental laws of human nature that the book attempts to give, with sufficient scientific basis and yet not so technically as not to be of value to almost any thoughtful reader. I have had the special hope that the book might be of value to all those who were in any way engaged in the work of education or of moral and religious inspiration, for all those workers who are dealing directly with the problem of the training of human beings ought certainly to be assisted by a knowledge of the laws of human nature, and of the conditions implied in these laws.

I was, therefore, much gratified when the Ohio Teachers' Reading Circle adopted the book for their course of reading, for that gave the book access to just such thoughtful readers as I had had especially in mind in the writing of it. I should hope that out of the reading and the discussion of the book would come many vital principles directly applicable in the life and work of both the teacher and the pupil.

It is perhaps only to say the same thing in different words to say that one of the purposes of the book has been to show that the laws of our nature—physical and mental—brought us right up to the fundamental moral and religious convictions of the race, that such a careful psychological study would show that both in body and in mind we were made for the moral life and made for a religious faith. From

this point of view many of the suggestions cannot be said to be novel in themselves. The book here simply gives fresh and important reasons for convictions long held, and especially should help its readers to see that their entire life — physical, moral, intellectual and religious — may be and should be a rational unity.—*Henry C. King.*

**"ET LUX IN TENEBRIS LUCET."**

By Reginald W. Wells, Toledo.

From that sweet rest which only  
childhood knows,  
Bright-eyed and ruddy as the  
waking day,  
Eager for studies, whisperings,  
or play,  
The children blossom forth among  
the rows  
Of wooden desks—until my school-  
room glows;  
And I, full conscious of each  
genial ray,  
Feel my heart warmed and silent-  
ly would pray  
The Giver of the light that comes  
and goes:  
May never thoughtless word or  
deed of mine  
Be shadow to the light the chil-  
dren see,  
E'en tho at times my days  
seem dark as night;  
And never may I break but rather  
twine  
The airy tendrils of their fancies  
free  
Around some sturdy stem to  
meet the light.

**BOOKS, CULTURE AND CHARACTER.**

In a recent book bearing the above title by the eminent writer, J. N. Larned, which is published by Houghton, Mifflin & Co., Boston, there is much food for the thoughtful mind. A few striking passages from this book will serve to whet the appetite for the entire feast. Here are a few extracts that will give a hint of the style as well as the contents:

The state of a novel-steeped mind is just that of a lounging, lolling, slouching body, awake and alive enough to some superficial pleasant tickling of sense-consciousness, but with all energy drained out of it and all the joy of strength in action unknown. It is a loaferish mind that can loll by the hour over trash and trivialities in a novel or a newspaper.

I believe that those fortunate young people who are wise enough, or wisely enough directed, to engrave half of Shakespeare upon their memories, lastingly, in their youth, with something of Milton, something of Goethe, something of Wordsworth, something of Keats, something of Tennyson, something of Browning, something of Dante, something of Homer and the Greek dramatists, with much of Hebrew poetry from the Bible, have made a noble beginning of the fullest and finest culture that is possible.

Read pure, true poetry, as you

would open your window on a morning in June; as you would walk in a garden when the flowers are spread, or into the fields when the corn is ripe; as you would go up to the mountains, or out on the shore of the sea. Go to it for light and the gladness and the bloom of beauty and the larger horizons and the sweeter atmosphere you can find in it, for the rest and refreshment and revivifying of your souls.

Truth is, the bookless man does not understand his own loss. He does not know the leanness in which his mind is kept by want of the food which he rejects. He does not know what starving of imagination and of thought he has inflicted upon himself. He has suffered his interest in the things which make up God's knowable universe to shrink until it reaches no farther than his eyes can see and his ears can hear. The books which he scorns are the telescopes and reflectors and reverberators of our intellectual life, holding in themselves a hundred magical powers for the overcoming of space and time, and for giving the range of knowledge which belongs to a really cultivated mind. There is no equal substitute for them. There is nothing else which will so break for us the poor hobble of every-day sights and sounds of habits and tasks, by which our thinking and feeling are prone to be tethered to a little worn round.

I assume that the general purpose and aim of the work done in our school-rooms is not to stock the minds of the young with a provision of knowledge, in any department, that will suffice them for their lives; but rather to introduce them to knowledge, — prepare them to be receptive of it, — acquaint them with its attractions and its uses, — put them in the way of pursuing the acquisition of it through later life, and familiarize them with the paths of that pursuit. This must be so in the matter of History, if in nothing else.

#### EDUCATIONAL NEWS.

— Supt. T. F. Leonard, Mt. Sterling, has been appointed a member of the board of county examiners in Madison Co. to succeed Hon. D. J. Schurr.

— Supt. H. H. Helter, of Wapakoneta, and Supt. S. Wilkin addressed the teachers of Preble Co. at Eaton, Oct. 20, and their work was pronounced excellent by all the large audience.

— Eighteen of the Marion teachers visited the schools of Galion Nov. 9, instead of going to Indianapolis.

— Supt. J. P. Sharkey, of Van Wert, addressed the 131 pupils of the Eaton high school Nov. 2, and he was accorded a hearty reception.

— The new year at Valparaiso University has begun most auspiciously with an attendance above the

very large attendance of last year. Three new buildings will soon be ready for use — a medical building, a music hall, and a large dormitory. President Brown is constantly striving to give his students more and more for their money.

— Supt. C. M. Merry, of Madi-

"I am going to ask Shakespeare if he wrote those plays." "Maybe he won't be there," was the reply. "Then you ask him," said the wife.

— Supt. C. L. Van Cleve, of Mansfield, has been engaged for work in the Christy School again next summer. With his regular



PRIN. JOHN S. ALAN, MT. VERNON.

sonville, has made rapid strides in his professional career and this has been done by force of character and hard work. His elevation to his present position from the ranks has been compassed in about six years.

— "When I get to heaven," said a woman to her Baconian husband,

work of directing 115 teachers and 3,500 pupils and his extra work of ten weeks in vacation, besides educational addresses almost everywhere and all the time, he should be credited with full time.

— Supt. I. C. Guinther, of Galion, believes in individual work

with pupils in English. Hence Miss Florence Swisher has been put in charge of this feature and has each pupil in the high school write one composition each month. After the writing she does this individual work with each one and so emphasizes and reinforces the principles of correct writing.

—Supt. J. A. Leonard, of the Mansfield Reformatory, is working out many problems of penology in such a way as to attract favorable notice from penologists the world over. It is worth any one's while to visit the institution just to see what great problems he has to face and with what masterful patience and perseverance his head and heart combine to solve them.

—The Central Ohio Association elected officers as follows: President, Hon. W. H. Meek, Dayton; Vice Presidents, Miss Elizabeth O'Grady, Lancaster, and Francis Odlin, Greenville; Secretary, Mrs. A. C. Dickerman, Delaware; Ex. Com., Supt. H. R. McVay, Sidney, Hon. U. S. Brandt, Columbus, and Supt. J. D. Simkins, Newark.

—The Ohio Kindergarten Association will hold its annual meeting Thursday and Friday, December 27 and 28, at the Ohio State University, Columbus, in connection with the Allied Educational Associations of Ohio. One very interesting feature of the program is a joint session of the Kindergarten and the Elementary Teachers' Association,

Thursday afternoon, at which the "Vital Relation of Kindergarten to Primary Work" will be considered. There will also be a conference upon pictures and music for little children. An interesting exhibit of kindergarten hand work will be placed in Room 10, Hayes Hall, O. S. U. A general rally of the kindergartners of the state is anticipated, and every kindergartner who has not yet identified herself with the State Association is urged to be present at this meeting. Anyone desiring information regarding the Association or the meeting, may write to the Corresponding Secretary, Miss B. E. Montgomery, Oberlin, or to the President, Miss Anna H. Littell, Dayton, and programs will be sent as soon as printed.

—Oct. 26 and 27 will long be remembered by the teachers of northwestern Ohio by reason of their great annual meeting at Lima. It was estimated that fully one thousand teachers were in attendance. Supt. John Davison, of Lima, and his corps of teachers had all arrangements made for the visitors and the completeness of these arrangements brought many words of praise for the Lima teachers. The program was excellent and the reception on Friday evening added greatly to the success of the meeting. The principal speakers were Dr. Nathaniel Butler, Supt. J. P. Sharkey, C. W. Carpenter, Supt. H. B. Williams, Dr. S. D. Fess, Supt. H. H. Helter, Supt. T. W. Shimp,

Dr. A. E. Smith, Dr. C. C. Miller and Prin. L. S. Foght.

—The Bowling Green board of education recently paid the teachers \$453.75 due them for institute attendance. Supt. Wilson received none of this, as he had waived his

leges, universities, seminaries and professional schools, including Oxford, Eng., and Munich, Germany. Those entering upon higher study for the first time this fall are divided among twenty-five institutions.



PRIN. T. HOWARD WINTER, IRONTON.

rights in the matter in order to fight the case on its merits and without considerations of profit to himself.

—Rayen high school, Youngstown, graduates are matriculated this year in fifty-two leading col-

—The newly elected officers of the Northwestern Ohio Association are : President, Supt. P. C. Zemer, Napoleon; Vice-President, Supt. B. O. Bristol, Bradner; Secretary, Miss Mary O. Conrath, Wapakoneta; Treasurer, Supt. T. W.

Shimp, Delphos; Executive Committee, Supt. G. J. Keinath, Ottawa, Supt. C. L. Van Cleve, Mansfield, Supt. E. A. Evans, Chicago.

— Delmar Owen, of Ohio Wesleyan, and Miss Frances Bowdle, of Northwestern, are teaching science and English, respectively, this year in the Covington high school, over which Prin. D. M. Sellers presides with such marked success.

— The schoolmaster asked the pupils: "Suppose in a family there are five children and mother has only four potatoes between them. Now, she wants to give every child an equal share. What is she going to do?" Silence reigned in the room. Everybody calculated very hard, till a little boy stood up and gave the unexpected answer, "Mash the potatoes, sir."

— A man from Indianapolis happened to hear a man on the street car in Columbus say "It is I," instead of the usual form "It is me," and was so struck by the correct use that he rushed back to Indiana and told the people about it in nearly a half column in the *Indianapolis News*.

— The average monthly salary in the grades at Ironton is now \$54.50. More than \$2,000 has been added to the annual payroll. Miss Lila Shaw has taken the position of supervisor of drawing. The tide is rising on the river.

— Dr. J. J. Burns and his daugh-

ter have gone to Geneva, Florida, for the winter months and ten thousand members of the Reading Circle and many others will wish them a pleasant sojourn.

— Supt. M. E. Sullivan, of the Pleasant Township (Logan Co.) schools, has our thanks for a copy of the new course of study under which the schools are working for the first time this year. Township supervision was instituted Aug. 10, and already it is going like clockwork and that because of the enthusiastic support of the Board and the fidelity of the teachers. There are 160 pupils and ten teachers, all of whom receive good salaries. Every teacher is a member of the O. T. R. C. and reads educational journals.

— Miss Lizzie Long reports as follows: The Southwestern Ohio Teachers' Association met at Hamilton, Ohio, Saturday, Oct. 27, 1906. With such talent as Supt. Vance and Dr. Welch, of Delaware, Miss Fairweather and Prof. Whitcomb, of Cincinnati, and Dr. Haynes, of Oxford, before the Association, it was granted in advance that the session would be one of special interest and profit. These expectations were fully realized and at the evening adjournment the members felt well paid for having braved the inclement weather. The music, which was of a high order, was furnished by the Girls' Glee Club, of the High School of Madisonville.



— Mr. Ralph E. Towle has been making a tour of Ohio recently, representing the Bureau of University Travel of Boston. Quite a few Ohio teachers made the tour of Europe with them last summer and were delighted beyond their fondest anticipation.

— The first session of the Canton Schoolmasters' Club, a recent organization for mutual helpfulness, was held in the parlors of the McKinley Hotel, Nov. 9. A six course dinner was served at 6 o'clock P. M., after which a paper was read by Prin. E. A. Stewart on the Recognition of Teaching as a Profession, and discussion followed. Those present were: Frank Jones, E. E. Scheu, J. M. Wyman, John K. Baxter, W. F. Gilmore, H. M. Shutt, W. S. Ruff, E. F. Weckle, Carl H. Meyer, M. G. Marshall, F. A. Snell, A. J. Dehoff, M. E. McFarren, L. L. Nave, C. L. Hiner, W. C. Faust, E. A. Stewart, C. J. Bowman, H. F. Hazlett. Mr. C. A. Armstrong, principal of the high school, was not present owing to sickness.

— The schedule of salaries in the grades at Ironton ranges from \$40 to \$60 per month, according to experience, the increases coming at five year periods. However "marked efficiency" tends to accelerate the movement.

— The men teachers of Stark Co. are eligible to membership in the Canton Schoolmasters' Club, which

was organized Nov. 9 and it is safe to predict that the movement will be a "means of grace" to all the members. These informal gatherings of teachers exert a most wholesome influence and we are glad to see that Stark Co. is showing so much professional zeal.

— The MONTHLY and the *World's Magazine* both for \$1.25 cash till March 1, 1907. This offer is open to old and new subscribers alike.

— The committee on nominations at the Indianapolis meeting consisted of Supt. L. B. Demorest, Supt. J. W. Carr, and Supt. H. A. Cassidy; and the committee on resolutions of Supt. J. W. MacKinnon, Supt. E. B. Cox, and Supt. Carey Boggess.

— The Central Ohio Association at the recent meeting at Indianapolis voted \$200 to the Committee on Taxation of the Ohio State Teachers' Association and \$50 to further the plans for interscholastic athletics as set forth on another page of this issue of the MONTHLY.

— Dean Minnich, O. S. N. C., Oxford, addressed a large and appreciative audience at Bellvue, Ky., Friday, Nov. 16th. He discussed the improvement in our modern educational system.

— Prof. Geo. Hoke, of Miami University, addressed the British Geographical Association at Oxford, England, recently. Prof. Hoke is spending a year in foreign

—Supt. J. A. Shawan, of Columbus, delivered the address at the formal opening of the Wells High School, Steubenville, Nov. 16. The day was one of jubilation for all the people and Supt. E. M. Van Cleve had the happiest day of his life next to the day of his wedding.

—The Eastern Ohio and Western Pennsylvania Superintendents' and Principals' Round Table met at Warren, Nov. 9 and 10, with Supt. C. E. Carey acting as chairman. Former Supt. E. F. Moulton, of Cleveland, and Pres. Rowlinson, of Hiram College, delivered masterly and practical addresses on Friday evening. The topics for discussions were well arranged and enjoyed by all. The spring meeting is to be held at Meadville, Pa., Supt. Smith as chairman.

—The Northeastern Association will have a great meeting at Cleveland, Feb. 15 and 16, with a noble array of great speakers. Among these will be G. Stanley Hall, John W. Cook and George Vincent. That means that Cleveland will be inundated with teachers at that time.

—Supt. John Slye, of Amelia, has resigned his position to accept a position in the civil service and Supt. J. W. Campbell, of Bethel, a member of the Brown Co. board of examiners, has been elected to the vacancy.

—The *World's Events Magazine* and OHIO EDUCATIONAL MONTHLY

may be had for a year by sending one dollar and twenty-five cents to us at any time up to and including March 1st, 1907.

—Prof. Cooley, of Harvard University, who has spent several years in archaeological excavations in Greece, delivered an interesting address at Miami University on "A Tour Through Greece."

—A meeting of the Drawing Teachers of Southwestern Ohio was held at Dayton, Friday, Nov. 30.

—Dr. Benton, of Miami University, attended the national convention of College Presidents at New Orleans in November.

—Supt. G. A. Nowles, of La Grange, has been elected O. T. R. C. Secretary in Lorain Co. to fill the vacancy caused by the removal of Supt. Hiscox to another county.

—An enthusiastic meeting of the Knox Co. teachers was held at Mt. Vernon, Nov. 17. The speakers were Supt. Gerberick, Supt. Grubb, Supt. Van Vorhis and Prof. W. W. Boyd, of Ohio State University.

—"The Making of An American School-Teacher" is the title of a book published by the C. M. Barnes Co., Chicago, which is a graphic portrayal of the life struggles, including the professional struggles, of Supt. E. G. Cooley, the head of the Chicago schools.

—L. D. Thomas returned from Germany on Oct. 10th and is doing

fine work as teacher of German and music in Lancaster High School. Mr. Thomas has maintained for three years a chorus of 200 voices and frequently presents music of a very high quality.

— W. F. Hood, O. W. U. '02, is

speaker of the day. "Heart Power in Teaching" and "Africa, the Land of Extremes," were his subjects. A. D. Groves spoke on "Agriculture in the Public Schools," and Miss Lacie Perfect on "Literature in the Primary Grades." Miss Perfect is



PRIN. W. H. RICE, CHILLICOTHE.

principal of Lancaster's Central school. He has already proved himself capable of doing excellent work.

— The Fairfield County Teachers' Institute was in session Nov. 17. C. C. Miller was the chief

one of Lancaster's most cultured ladies and her talk was greatly enjoyed.

— The Geauga Co. Teachers' Association held a well attended session at Parkman, Ohio, Oct. 27. After rendering an excellent pro-

gram by home talent, the following officers were elected for the ensuing year: President, Supt. M. V. Norton, Parkman; Vice-President, Lora Hosmer, Middlefield; Secretary, Nora E. Sullivan, Bainbridge, Ohio.

— Dr. E. M. Craig has been appointed to membership on the board of city examiners in Cincinnati, a high compliment worthily bestowed.

— Supt. H. B. Williams, of Sandusky, gave two excellent addresses at the Licking Co. meeting at Utica, Oct. 20, and Harry E. Eswine one on "Elementary Work in Agriculture." Local talent furnished several numbers of the program, as well as delightful music.

— Stuart Eagleson, who has represented Ginn & Co. for the past twelve years, has been transferred to Chicago and his place is taken in Ohio by J. W. Swartz, whose address is 64 Grasmere St., East Cleveland.

— Supt. A. J. Dennis and Prin. H. S. Workman, of Jewett, are keeping the wheels of progress well oiled and hence they move smoothly and rapidly. They are enjoying to the full the beautiful new eight-room building which was erected a year ago at a cost of \$20,000.

— Our sins of omission are accumulating. Here Prin. T. Howard Winters and Miss Anna Gray Sycks, both of Ironton, were married Aug. 14th, and we have not

mentioned it. The bride graduated from Ohio Wesleyan in '99, three years later than her husband. Then she was supervisor of music at Bowling Green for five years and held the same position at Ironton for two years. Our congratulations are no less hearty for being so tardy.

— The Pickaway Co. teachers will meet at New Holland Dec. 15. President Smith, of Ada, and Supt. E. C. Hedrick, of Clarksburg, will deliver addresses. The officers are: President, Prin. T. Otto Williams, Circleville; Secretary, J. M. Ater, South Bloomfield; Ex. Com., Supt. Stanley Lawrence, Ashville, W. F. Gephart, Williamsport, Dr. A. L. Stump, Derby.

— The Northeastern Ohio Teachers' Association met at Akron, O., October 19th and 20th, 1906. At the Round Table meeting on Friday evening two topics were discussed at some length: "Departmental Work in the First Grade of the High School" and "The Ungraded Room" or "The Special Room." On Saturday the program was as follows: Invocation by Rev. Howard MacAyeal; welcome address, Supt. Hotchkiss; ladies' chorus, "Hail Silent Night;" address, "Industrial and Manual Training in Public Schools," W. E. Hicks, Cleveland; vocal solo, "The Nightingale Song," Mrs. R. M. Wanamaker; discussion of the topic, "Influence of the Bible on Eng-

lish Literature," by Miss Frances E. Thompson, Medina High School, and Supt. Baxter, of Canton; vocal solo, Mrs. Frank Seiberling; address by G. C. Rowlinson, President of Hiram College; paper by

opticon for the schools, and this will be extensively used in the teaching of history, geography and science.

—Prof. George R. Carpenter, the distinguished teacher of Eng-



PRIN. W. H. MAURER, STEUBENVILLE.

D. J. Boone, principal of the Lorain High School; and mixed quartet. Music was under the direction of Prof. N. L. Glover, of Akron.

—Supt. E. A. Hotchkiss, of St. Marys, recently purchased a stere-

lish in Columbia University, has written a book on "Rhetoric and English Composition" which has just come from the press of the Macmillan Co., New York and Chicago.

—Supt. Owen Jones, of Rose-dale, is keeping fully up with the procession in that he has inaugurated a course of lectures for his people. He is enterprise incarnate.

—Dr. Washington Gladden in a recent address said: "All our hope for social regeneration rests on the family. If the home does not fit its inmates for true, unselfish, heroic service, the school and the church can but feebly supply its defects. The homes in which children are growing up indolent, irresponsible, extravagant, with no tasks to perform and no burdens to bear, with no sense of the value and dignity of work and no respect for the worker, getting everything out of the domestic commonwealth and giving nothing to it, wholly unschooled in the altruistic virtues, disobedient, insubordinate, creatures of lawless impulse—these homes are the poisoned springs from which flow social corruption and national decay. And one is sometimes quite at a loss to know whether the families in the slums or the families on the boulevards are turning out the larger proportion of this unsocial material."

—Every lover of good books ought to investigate the merits of the celebrated "Everyman's Library," which is attracting such wide attention. The plan opens to us the richest treasures of the world of literature in most attractive style. All needed information can be had

by addressing A. H. Smythe, Columbus, O.

—Supts. Arthur Powell, of Middletown, and H. R. McVay, of Sidney, were the big guns at the Preble Co. meeting November 24, while Supts. L. D. Brouse and F. E. Rinehart with Miss Edna Mills and Miss Schneider furnished excellent music.

—The Allen Co. institute will be held at Lima College, Aug. 5-9, 1907, with Supt. H. H. Helter, Dr. C. C. Miller and Supt. Jas. T. Begg as instructors.

—Supt. C. M. Boord, of the Liberty Township, Delaware Co., schools, has a senior class of six girls. He ought to arrange a trade with Supt. Ed. A. Evans at Chicago.

—Supt. Dorilus Martz has our thanks for a copy of the school manual of the Madison township, Hancock Co., schools.

—Col. C. H. French lectured to audiences aggregating 812,256 during the year 1905, and the present year bids fair to exceed that number. His lectures have a real educational value and are always most entertaining. His address is 425 Caxton Building, Cleveland, Ohio.

—Prin. R. W. Mitchell, of the Asheville, N. C., high school, seems to be enjoying his work very much, but his anxiety concerning Mrs. Mitchell's health is most acute. He has seven assistants in the high

school, besides special teachers in music, art, domestic science and manual training.

—The senior class of the Beavercreek high school numbers 14, which is the largest in the history of the school. The board and pupils to-

gether were Supt. J. C. Ockerman, Supt. Harvey Brugger, and Prin. F. E. Ostrander, of the Warren high school.

—The Scioto Co. Teachers' Association held its first quarterly meeting of the current year at



PRIN. H. H. FRAZIER, TIFFIN.

gether have added equipment recently to the amount of \$120. The teachers are Supt. J. L. Steiner, J. T. Cotner, Miss Erna E. Conrad, and Miss Gail Haines.

—Sandusky Co. held a good meeting at Fremont, Nov. 17. The

Portsmouth, Ohio, Nov. 17, 1906. The meeting was one of the very best that the association has ever held. Mr. A. C. Jones gave an able and interesting discussion of The Country School and the Farm, Miss Gertrude Jackson read an excellent

paper on the History and Development of the Short Story, Mr. W. J. Henry, a business man of Portsmouth, gave a very sensible talk on The Relation of the Public School to Business, Mr. W. D. Gilliland spoke eloquently on The Future of South America, and Prof. Carl Huber handled in a truly philological way the subject of Simplified Spelling. In the afternoon Prof. Treudley delivered an inimitable address, which was received with great favor by the teachers of Portsmouth and Scioto county. The next meeting of the association will be held on the second Saturday in January, 1907, at Portsmouth.

—Supt. C. L. Riley, of Kirkersville, has arranged for a lecture course and Prin. Harlan E. Hall, of Mansfield, will open the course Dec. 7. Supt. Riley is always at work in the interests of the people he serves.

—For our cover this month we are greatly indebted to the *Ohio Magazine* and we are always glad to acknowledge such courtesies. We are sure all our readers will agree that it is very artistic.

—Here come trooping in with gladsome lilt two new high school papers, the *Fostoria Signal* and the *Lisbon Original*, both of which show enterprise and good taste. The *Signal* contains an excellent article by Supt. Layton and from the tone of the *Original* we gather

that Supt. Lambert and Prin. Dyer had much to do by way of inspiring this new venture. Our best wishes to both these papers.

—The Allied Educational Associations of Ohio will hold the annual meeting Dec. 26-28, 1906 at Columbus. There will be two general sessions, Wednesday and Thursday evening, December 26 and 27, at the Board of Trade Auditorium. The speakers at these sessions will be Supt. W. H. Elson of Cleveland, Pres. Charles W. Dabney, University of Cincinnati, Prof. Oscar Chrisman, Ohio University, Athens, and Supt. C. L. Van Cleve, Mansfield.

The day sessions of the several associations, will be held at the buildings of the Ohio State University, Columbus, December 26-28. A joint meeting of the Association has been arranged, Friday afternoon, December 28, at which the following educators will speak. Pres. Guy Potter Benton, Oxford, Supt. Frank Wenner, Martins Ferry, Hon F. A. Derthich, Hon Frederic Howe, Cleveland and Supt. E. B. Cox of Xenia.

Special railroad and hotel rates have been arranged. The Great Southern Hotel, Columbus will be the headquarters of the Associations. Information relating to the R. R. or hotel rates may be had by inquiring of Geo. W. Tooill, 81 Ninth Avenue, Columbus.

Supt. J. V. McMillan, Marietta,



is General Chairman of the Allied Association and Miss Anna H. Littell, Dayton, is the Secretary.

—Supt. N. D. O. Wilson of Bowling Green has been the leader of the Wood Co. forces in bringing the matter of pay for institute

persevering efforts. We are pleased to present to our readers a cut of Supt. Wilson as a very slight token of our appreciation of his unselfish devotion to the cause of education in general and especially the interest of Ohio teachers.



SUPT. N. D. O. WILSON, BOWLING GREEN.

attendance to a successful issue. This county raised a fund to carry the case through the courts and elected Supt. Wilson to manage affairs for them. This he has done with signal success, waiving all claims to institute pay for himself, and every teacher in Ohio owes him a debt of gratitude for his patient,

—We are pleased to note that the *Southern Educational Journal* republishes our article "A Remarkable Composition" which gave an instance of an unusual exercise in composition by Miss Fan Woodward of Madisonville. Our pleasure would have been no less had the *Journal* given the MONTHLY proper

credit, which it failed to do. However, this sort of thing sometimes happens in Ohio and we naturally feel flattered as "imitation is the sincerest flattery."

Science, The Ohio School Improvement Federation, The Central Ohio Schoolmasters' Club, The Ohio Speech-Arts Association, The Association of Ohio Teachers of Ma-



PRIN. F. E. OSTRANDER, WARREN.

—The educational associations that will hold meetings in Columbus in holiday week are the following:

The Ohio State Association of School Examiners, The Ohio Township Superintendents' Association, The Ohio College Association, The Ohio Academy of

thematics and Science, The Ohio Art and Manual Training Teachers' Association, The Ohio State Association of Secondary Teachers, The Ohio State Association of Elementary Teachers, The Ohio Young Men's Christian Associations, The Ohio Kindergarten Association, The Ohio State Association of

Medical Teachers, The Ohio Division of the U. S. Historical Society, The Association of Ohio Teachers of Philosophy, Psychology and Pedagogy.

—It should always be borne in mind that subscriptions to the MONTHLY may begin at any time and that our rate of one dollar for the year holds good to all who pay within three months of the time of subscribing.

—Everyman's Library is a model collection of the best books all of them suitable to send as gifts to people who appreciate good books in elegant form. The complete list is given in a circular which A. H. Smythe, Columbus, will send for the asking.

—It would be a graceful act to send the MONTHLY and WORLD'S EVENTS MAGAZINE to your friend for Christmas. Just send us a dollar and a quarter and we'll do the rest.

—After thirty-nine years of continuous and most acceptable service as an agent of the American Book Company, Cyrus Smith, formerly located at Lansing, Michigan, and well-known in Ohio and other states, has been retired on a satisfactory salary for life. He is happily located at 5715 Washington Avenue, Chicago, where all his friends will receive a most cordial welcome. "Come and see us" is the message which is going out to

his friends who are found everywhere he has ever been. Republics may be ungrateful but it is quite evident that the house Mr. Smith served so well is not.

—Supt. O. C. Creighton of Glenford is doing a good service for his people in the way of conducting a course of lectures. The people have such unbounded confidence in him that they patronize the lectures by the hundreds.

—The bond issues in Newark and Mt. Vernon carried at the recent election by good majorities and now we shall soon see school equipments enlarged in both these cities.

—The publishers of Webster's International Dictionary have just issued a handsome, thirty-two-page booklet on the use of the dictionary. Sherwin Cody, well known as a writer and authority on English grammar and composition, is the author. The booklet contains seven lessons for systematically acquiring the dictionary habit. While it is primarily intended for teachers and school principals, the general reader will find much of interest and value. A copy will be sent, gratis, to anyone who addresses the firm, G. & C. Merriam Company, Springfield, Mass.

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#### THE HONORABLE HENRY HOUCK.

Henry Houck began life in the usual way. He has lived it in a very unusual way by giving himself unreservedly and unselfishly for

others. Very few men have such a record as he, and in the evening of his life, the result of all he has given in the three score years and ten he has served others, are manifesting themselves in a manner which cheers the hearts of his thousands of friends who love him for what he has been to them and done for them.



HON. HENRY HOUCK.

For half a century he has been a potent force in the educational work of his native state and the teachers of a majority of all the states in the Union have felt the influence of his great hearted personality in their teachers' institute and educational meetings. No one in this world can number the hearts he has cheered, the lives he has enriched, and the souls he has made better.

In the last forty years Pennsylvania has had a number of State Superintendents of Public instruction, all of them able and devoted to the welfare of their great commonwealth. Henry Houck has served with them all, has been a positive help to them all, and has had the confidence and love of each.

At the November election he was chosen to fill the high and responsible position of Secretary of Internal Affairs for the State of Pennsylvania. The campaign was intensely exciting and at times bitter. In it all Henry Houck was never spoken of except in terms of respect and kindness and when the votes were counted, his name led all the rest, and with a plurality of many thousands greater than that received by any other candidate on the ticket, the people of the Keystone State expressed their approval of their "grand old man," still young in vigor of life and sympathy of heart, who has served his state with absolutely fidelity for so many years.

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#### **THE EUROPEAN SUMMER SCHOOL.**

Summer schools are each year becoming a more important factor in the educational life and growth of the teachers of our country. Ohio takes a high rank in this work and the various schools of the state are to be commended for the excellent opportunities they offer the teachers of the state, and the thousands who attend them each vacation are to be

congratulated upon their readiness to avail themselves of such opportunities.

Each year finds an increasing number of teachers who seek to combine recreation and study in

A most careful examination of the actual results accomplished by this school the past summer warrants the editor of the MONTHLY in heartily recommending its management and plans to teachers and



PRIN. HARLAN E. HALL, MANSFIELD.

travel and many wisely spend the summer months in Europe. The best way to secure the money is the problem which every teacher with limited time and means has to consider. To aid in the solution of this problem is the purpose of The European Summer School.

their friends who contemplate a trip to Europe the coming summer.

Any one who has traveled in Europe alone knows from experience that much energy and time must be spent in finding his way, in looking after his transportation, baggage, etc., and in bargaining

with guides and others who serve him. With only a short vacation at the teacher's command, he can hardly afford to expend his time and energy in this manner.

Experiences with "personally conducted" excursions, which are composed of all sorts of persons with all sorts of tastes, are not always pleasant and satisfactory.

There is really a legitimate, as well as a long felt want, which the European Summer School fills by a plan, which the following article by Professor M. V. O. Shea, of the University of Wisconsin, briefly outlines:

The Summer School in Europe enables the teacher to devote every minute of his time to sight-seeing, and anything else of interest to him. One who has not had experience can hardly appreciate what an economy this is in every way.

But the European Summer School is of still greater service to teachers in another direction. The past summer there accompanied the school throughout Europe a number of specialists in art, architecture, sculpture, education, economics, archaeology, history, sociology, and physical geography. It was the business of these men to help the teachers to understand and to enjoy the history, culture, and present life and activities of the different European peoples visited. Each specialist had been carefully over the ground covered; and by lectures and field work he brought out and interpreted the most significant things in his particular field. It is impossible to overestimate the importance of this work for the

person who is really eager to make his summer profitable as well as enjoyable. In this manner, a teacher will gain as much in one summer as he would gain in ten summers if he is not familiar with the languages and customs of the people among whom he moves.

The daily program of the school may be of interest to readers. Lecture halls had been engaged in the hotels where the school was entertained, or convenient thereto; and two or three lectures a day were delivered in these. The first lecture came at eight in the morning; the second after luncheon, and the third at eight in the evening. The lectures always related to matters of interest at the time being, and had for their purpose mainly to make more intelligible and enjoyable what was being observed. After the morning lecture, the various sections of the school, each consisting of about fifteen members, started out under trained leaders to see objects of historical, or artistic, or architectural, or sociological, or educational interest. The afternoons were generally spent in the same way, though often they were utilized as individual members chose. The evenings after the lecture were usually spent in social intercourse, or in visiting the opera or other places of interest.

In future numbers of the MONTHLY information more in detail will be furnished, and some experiences of some Ohio teachers who were members of the school the past summer will be published.

In the mean time the writer will be glad to correspond with any teachers or their friends relative to the European Summer School for

1907. Address all inquiries to O. T. Corson, editor OHIO EDUCATIONAL MONTHLY, Columbus, O.

**CENTRAL OHIO TEACHERS' ASSOCIATION, NOV. 9-10, INDIANAPOLIS.**

For the second time in its history, the Central Ohio Teachers' Association in its peregrinations outside of its own boundaries, journeyed to Indianapolis for its meeting this year. This was a distinct compli-



PRIN. W. C. BRASHARES,  
LANCASTER.

ment to the schools of that city and their efficient head, Supt. C. N. Kendall, which he fully and appreciatively recognized in his address of welcome. That address was the embodiment of good sense and perfect taste. Supt. Kendall, if not a "bawn awratah," delivers himself with earnestness and charm. No one could mistake the heartiness of his welcome. The schools over which he presides are among the best in the land. Some years ago

he came into splendid heritage from a line of illustrious forebears, embracing such names as Horace S. Tarbell and L. H. Jones, — a perilous position for a less capable man. It is but simple justice to say that he has not only not suffered the estate to become impaired, but he has also extended and enhanced its value. The schools of Indianapolis still merit the high praise that was bestowed upon them by Dr. Rice in *The Forum* twelve or fifteen years ago. The teachers of Ohio gathered wisdom and inspiration from their visit. The perfect hospitality which was shown everywhere, by principals, supervisors and teachers, captured our hearts again, as it did four years ago. *Banzai*, Supt. Kendall and the Indianapolis schools!

Parenthetically we may say to the few stay-at-homes and to those others — also few — who reluctantly joined in the cry, "Westward. Ho!", that the executive committee coquetted with Toledo and Detroit, and, although they did not receive an absolute congè, they were given delicately to understand that their advances might be more ardently received some other year.

Tomlinson hall was filled for the first session Friday evening by the twenty-five hundred Ohio teachers and by a thousand or more of the citizens of Indianapolis. A beautiful courtesy was extended to all ex-presidents of the association by retiring president Supt. Demorest

of Marysville, in calling them by name and inviting them to the platform at the opening of the session.

The response to the address of welcome by Supt. J. W. Carr was well done. Supt. Carr's speeches are good both at home and abroad,

ways, and, at times, jocose. His inimitable drollery was quickly responded to by laughter and applause. At the same time he maintained his position with grace and dignity.

The preliminary program was so



PRIN. GEO. C. DIETRICH, SANDUSKY.

but because he was on his native heath, it seems to us that he spoke with unusual unction.

Supt. Wm. McClain of London was exceedingly happy in his inaugural address. He was earnest, forceful, clear, and convincing al-

rich. — special mention ought to be made of the soloist if we could recall her name, and of the fine playing of the orchestra from the manual training school under the direction of the supervisor of music, Prof. Birge — that it was halfpast